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ABSTRACT

A final report details 10 objectives in a study of mainstreaming secondary level deaf students in occupational education programs. Sections present instrumentation and procedures used in gathering data for each of the following 10 objectives: (1) philosophical views of the programs; (2) profile of the student population; (3) evaluation practices; (4) instructional strategies and methods; (5) articulation and communication; (6) knowledge and attitudes of school personnel toward deafness; (7) social interaction and friendship patterns among the target population; (8) placement practices; (9) followup of program graduates; and (10) reaction, opinions, and experiences of deaf students and their parents participating in the programs. Much of the document consists of appendices such as various interview protocols and schedules for the different objectives, as well as student forms and record sheets. (PHR)

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FINAL TECHNICAL REPORT

for

MAINSTREAMING SECONDARY LEVEL DEAF STUDENTS IN OCCUPATIONAL EDUCATION PROGRAMS

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July 1979

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TABLE OF CONTENTS

Page

List of Tables ii

List of Appendices v

I. OBJECTIVE 1 - Philosophical Views 1

II. OBJECTIVE 2 - Profile of the Student Population on Measured Variables 6

III. OBJECTIVE 3 - Evaluation Practices 36

IV. OBJECTIVE 4 - Instructional Strategies and Methods 41

V. OBJECTIVE 5 - Articulation and Communication 47

VI. OBJECTIVE 6 - Knowledge and Attitudes Toward Deafness 58

VII. OBJECTIVE 7 - Social Interaction and Friendship Patterns 69

VIII. OBJECTIVE 8 - Placement Practices 81

IX. OBJECTIVE 9 - Follow-up of Program Graduates 83

X. OBJECTIVE 10 - Reactions, Opinions, Experiences at BOCES 90

LIST OF TABLES

Page

Table 1 - Interviews Conducted with School Personnel, Students, and Parents Regarding Educational Goals and Objectives (1976-77) 3

Table 2 - Interviews Conducted with Deaf Students and the Sample of Parents of Deaf Students Concerning Philosophical Consideration (1977-78) 4

Table 3 - Follow-up Interviews with Administrators and Staff at the Four Research Sites During 1977-78 and 1978-79 5

Table 4 - Instruments Used in Different Areas of Objective 2 and Groups Involved in Each (1976-77) 31

Table 5 - Tests and Questionnaires Administered and Interviews Conducted with Target and Matched Hearing Populations By School During 1976-77 School Year 32

Table 6 - Instruments Used in Different Areas of Objective 2 and Groups Involved in Each (1977-78) 33

Table 7 - Tests and Questionnaires Administered and Interviews Conducted with Target and Matched Hearing Populations By School During 1977-78 School Year 34

Table 8 - Tests, Questionnaires, and Interviews Conducted with Junior and Senior Target Students During the 1978-79 School Year 35

Table 9 - Interviews with BOCES Personnel Regarding Evaluation Policies and Practices on Deaf and Hearing Students in the Integrated Occupational Education Classes During 1976-77 School Year 38

Table 10 - Interviews with BOCES Personnel Regarding Evaluation Policies and Practices in the Integrated Occupational Education Classes During 1977-78 39

Table 11 - Interviews with BOCES Administrators Regarding Evaluation Policies and Practices on Deaf Students in Integrated Occupational Education Classes During 1978-79 School Year 40

Table 12 - Interviews with School Personnel and with Deaf Students and Classroom Observations Conducted to Identify Instructional Strategies in Integrated Occupational Education Classrooms During 1976-77 44

Table 13 - Classroom Observation and Follow-up Interviews Conducted to Identify Instructional Strategies in Integrated Classrooms and Interviews on Inservice Training for BOCES Teachers 1977-78 45

Page

Table 14 - Classroom Observation and Follow-up Interviews Conducted to Identify Instructional Strategies in Integrated Classrooms and Interviews on Inservice Training for BOCES Teachers/Administrators/Staff During 1978-79 46

Table 15 - Interview with School Personnel Concerning Selection, Orientation and Articulation Policy and Procedures 53

Table 16 - Number of Subjects Interviewed for Case Studies During 1977-78 School Year 54

Table 17 - Number of Interviews Conducted with School Personnel, Parents, and Students During 1977-78 55

Table 18 - Number of Subjects Interviewed for Case Studies During 1978-79 School Year 56

Table 19 - Number of Subjects Interviewed Regarding Articulation of Student Needs (IEP) for 1978-79 School Year 57

Table 20 - The Attributes of Deafness Inventory Administered to School Personnel and Students During 1976-77 63

Table 21 - The Knowledge of Deafness Test Administered to School Personnel During 1976-77 64

Table 22 - The Attributes of Deafness Inventory (ADI) and the Knowledge of Deafness Test (KDT) Administered to School Personnel and Matched Hearing Students During 1976-77 65

Table 23 - The Attributes of Deafness Inventory Administered to School Personnel and Students During 1977-78 66

Table 24 - The Knowledge of Deafness Test Administered to School Personnel During 1977-78 67

Table 25 - Number of Subjects Receiving the Personal Contact Scale During the 1977-78 and 1977-79 School Year 68

Table 26 - Classroom Observations, Interviews with School Personnel and Parents, and Sociometric Questionnaires Administered During 1976-77 78

Table 27 - Classroom Observations and Interviews Conducted and Sociometric Questionnaires Administered During 1977-78 79

Table 28 - Classroom Observations and Sociometric Questionnaires Administered During 1978-79 80

Page

Table 29 - Interviews Conducted with School Personnel Concerning Procedures for Job and Higher Education Placement During 1976-77 82

Table 30 - Student Information Sheet for Plans after Graduation Administered During 1976-77 87

Table 31 - Plans After Graduation Administered, Follow-up Interview with 1977 Graduates and their Employers or Advisors During the 1977-78 School Year 88

Table 32 - Number of Follow-up Interviews Conducted with 1977 and 1978 Graduates, Employers, and Advisors During 1978-79 School Year 89

Table 33 - Number of Parent Questionnaires Completed and Number of Interviews Conducted with Senior Students and a Random Sample of Parents on Reactions and Experience Regarding BOCES Program During the 1976-77 School Year 93

Table 34 - Number of Parent Questionnaires Completed and Number of Interviews Conducted with Senior Students and a Random Sample of Parents on Reactions and Experience Regarding BOCES Program During 1977-78 School Year 94

Table 35 - Number of Parent Questionnaires Completed and Number of Interviews with Senior Students and a Random Sample of Parents on Reactions and Experiences Regarding the BOCES Program During the 1978-79 School Year 95

LIST OF APPENDICES

APPENDIX A

A-1 Interview Protocol and Schedule for Administrative and Supervisory Personnel
A-2 Interview Protocol and Schedule for Pupil Personnel Services
A-3 Interview Protocol and Schedule for Students (1976-77 & 1977-78)
A-4 Interview Protocol and Schedule for Parents (1976-77 & 1977-78)
A-5 Interview Protocol and Schedule for Instructors
A-6 Interview Protocol and Schedule for New York State Education Department

APPENDIX B

B-1 The Stanford Achievement Test
B-2 Hall Occupational Orientation Inventory (Standard & Adapted Forms)
B-3 Career and Educational Aspirations Questionnaire (1976-77 & 1977-78)
B-4 Communication Profile (1976-77 & 1977-78)
B-5 Work Values Inventory
B-6 Career Maturity Inventory (Adapted Form)
B-7 Parent Questionnaire (Part II - Index of Social Postion)
B-8 Student Information Form
B-9 Career and Educational Aspirations Interview Protocol and Schedule (1976-77 & 1977-78)

APPENDIX C

C-1 Interview Protocol for the Evaluation of Hearing and Deaf Students in the Occupational Education Classroom - Administrative Supervisory Form
C-2 Interview Protocol for the Evaluation of Hearing and Deaf Students in the Occupational Education Classroom - Instructor Form (1976-77 & 1977-78)

APPENDIX D

D-1 Interview Protocol and Schedule for the Pattern of Instructional Strategies and Inservice Training Programs - Occupational Education Instructor Form
D-2 Interview Protocol and Schedule for the Pattern of Instructional Strategies and Inservice Training Programs - Pupil Personnel Form
D-3 Interview Protocol and Schedule for the Pattern of Instructional Strategies and Inservice Training Programs - Student Form
D-4 Observer's Guide and Record Form for Classroom Observation of Teaching Strategies
D-5 Interviewers Guide and Record Form to Conducting the Observation Follow-up Interviews with Classroom Teachers and Pupils
D-6 Revised Interview Protocol and Schedule for Inservice Training Programs

APPENDIX E

E-1 Interview Protocol and Schedule for Nature and Extent of Communication and Instructional Articulation Between Cooperating Institutions - Administrative Supervisory Form
E-2 Interview Protocol and Schedule for Nature and Extent of Communication and Instructional Articulation Between Cooperating Institutions - Pupil Personnel Form
E-3 Interview Protocol and Schedule for Nature and Extent of Communication and Instructional Articulation Between Cooperating Institutions - Instructor Form
E-4 Selection, Orientation, and Articulation Case Study Guide (1977-78 & 1978-79)
E-5 Interview Protocol and Schedules for Teachers at BOCES and the Schools for the Deaf Regarding Deaf Students' IEP's (Fall and Spring Forms)

APPENDIX F

F-1 Attributes of Deafness Inventory (1976-77 & 1977-78)
F-2 Knowledge of Deafness Test (1976-77 & 1977-78)
F-3 Personal Contact Scale

APPENDIX G

G-1 Interview Protocol and Schedule for the Social Interaction and Friendship Patterns Between Deaf Students and Their Hearing Classmates - PPS and Instructor
G-2 Interview Protocol and Schedule for the Social Interaction and Friendship Patterns Between Deaf Students and Their Hearing Classmates - Parent
G-3 Protocols and Record Forms for Observation of Friendship Patterns (1976-77 & 1977-78, 1978-79)
G-4 Protocols and Record Forms for Sociometric Assessment (1976-77 & 1977-78, 1978-79)

APPENDIX H

H-1 Interview Protocol and Schedule for Follow-up Study of Graduates of the School for the Deaf Who Attended BOCES - Pupil Personnel
H-2 Interview Protocol and Schedule for Follow-up Study of Graduates of the School for the Deaf Who Attended BOCES - Instructor
H-3 Follow-up Study of Graduates of the School for the Deaf Case Study Form (1976-77)

APPENDIX I

I-1 Student Information Sheet for Plans After Graduation
I-2 Letter and Information Sheet for Follow-up on BOCES Change of Address
I-3 Interview Protocol and Schedule for Employer Attitudes (1976-77 & 1977-78)
I-4 Interview Protocol and Schedule for Employee Attitudes
I-5 Interview Protocol and Schedule for Advisor Attitudes (1977-78 & 1978-79)
I-6 Interview Schedule for Employees (1978-79)
I-7 Follow-up for BOCES Graduates Interview Schedule (for Students at Home)

APPENDIX J

J-1 Interview Protocol and Schedule for Parents (1976-77 & 1977-78, 1978-79)
J-2 Interview Protocol and Schedule for Target Senior Students (1976-77 & 1977-78, 1978-79)
J-3 Interview Protocol and Schedule for Hearing Senior Students (1976-77 & 1977-78)
J-4 Interview Protocol and Schedule for Students Who have Withdrawn from BOCES (1976-77 & 1977-78, 1978-79)
J-5 Parent Questionnaire (1976-77, 1977-78, & 1978-79)

TECHNICAL REPORT

I. OBJECTIVE 1 - PHILOSOPHICAL VIEWS

Instrumentation

Structured interviews for: (a) administrative and supervisory personnel
(b) instructors
(c) pupil personnel service workers
(d) parents
(e) students

Procedure

This objective explored the philosophy of the various cooperative programs and their aims, purposes or objectives. During the first year of the project, a total of 307 persons were interviewed. Interviewees included 47 administrative and supervisory personnel, 47 pupil personnel, 108 teachers, 77 deaf students, and 28 parents of deaf students (see Table 1). The selection of administrative, supervisory, and pupil personnel workers was based on the role axn involvement of these persons in the cooperative program. Teacher's selection was based on the extent to which these personnel had previously instructed deaf students. Only those instructors who had (1) taught deaf students before, and (2) were currently teaching the deaf were included. All deaf students who were attending BOCES programs were interviewed. One third of the parents of deaf students from each location were randomly selected and interviewed in their homes. Efforts were made to have both parents present during the interview, however, if this was not possible one parent was interviewed. An interview schedule and protocol was developed for each of these groups of interviewees (see Appendix A).

Five areas of information were covered in each interview: (1) philosophical views of education in general and occupational and deaf education in particular, (2) the educational advantages, disadvantages, and constraints of utilizing BOCES occupational education center programs for deaf students, (3) beliefs pertaining to the availability and appropriateness of various occupational education courses for deaf students, (4) beliefs regarding the process of career maturation and career decision, and (5) the development of a career education program (see protocols to follow). The information gathered from interviews was used to expand on written information furnished by the schools and to identify philosophical and programmatic consistencies and inconsistencies. Most of the questions were open-ended in order to provide the widest possible range of responses. An interview protocol for each kind of interviewee was prepared and used to guide interviewers.

Interviews with the officials at the New York State Education Department were scheduled but later cancelled due to scheduling conflicts.

For purposes of replication, additional interview data was gathered systematically from student and parent groups in the second year of the study. Table 2 profiles the parent and student contacts for the second year. Additionally, follow-up interviews were conducted on an informal basis during the second and third years to detect changes in administrators and staff members philosophical views. A list of these contacts is provided in Table 3.

Table 1

Interviews Conducted with School Personnel, Students, and Parents Regarding Educational Goals and Objectives

(1976-1977)

School	Admin/ Supvs	PPS	Tchrs	Students	Parents	Total
Mill Neck Manor	3	3	3	14	9	32
NYSD (White Plains)	6	11	16	15	5	53
NYSSD (Rome)	6	5	9	25	6	51
RSD (Rochester)	5	14	19	23	8	69
Subtotal	20	33	47	77	28	205
Nassau BOCES	13	8	18	--	--	39
Westchester BOCES	5	1	12	--	--	18
Oneida-Herkimer-Madison BOCES	4	3	17	--	--	24
Monroe BOCES	5	2	14	--	--	21
Subtotal	27	14	61			102
Total	47	47	108	77	28	307

Table 2

Interviews Conducted with Deaf Students and the Sample of Parents of Deaf Students Concerning Philosophical Consideration

(1977-1978)

School	Deaf Student	Parents of Deaf Students	Total
Mill Neck Manor	32	9	41
NYSD (White Plains)	16	5	21
NYSSD (Rome)	16	5	21
RSD (Rochester)	12	6	18
Total	76	25	101

Table 3

Followup Interviews with Administrators and Staff at the Four Research Sites During 1977-78 and 1978-79

School	1977-1978		1978-1979	
	Administration	Staff	Administration	Staff
Mill Neck Manor	2	3	2	--
NYSD (White Plains)	1	2	2	--
NYSSD (Rome)	2	1	1	--
RSD (Rochester)	2	1	2	--
Nassau BOCES	1	2	2	1
Westchester BOCES	2	3	1	--
Madison BOCES	2	4	2	--
Monroe BOCES	3	1	1	--
Total	15	17	13	1

II. OBJECTIVE 2 - PROFILE OF THE STUDENT POPULATION ON MEASURED VARIABLES

Instrumentation

Stanford Achievement Test
Hall Occupational Orientation Inventory
Career and Educational Aspiration Questionnaire
Career and Educational Aspiration Interview
Work Values Inventory
Communication Profile
Performance IQ
Career Maturity Inventory
Socioeconomic Status
Student Information Form
(All of the instruments listed are presented in Appendix B.)

Procedure

The purpose of this objective was to describe the deaf students participating in each program with respect to the following areas of information: (1) academic achievement, (2) vocational interests and aptitudes, (3) educational aspirations, (4) attitudes toward work, (5) communication profiles, (6) performance I.Q., (7) career maturity, (8) social position. This was accomplished largely through the use of standardized diagnostic instruments.

Four different groups of students were assessed in regard to part or all of the areas mentioned above. Table 4 lists the nine areas of objective 2 and shows the groups from which the data were obtained. These groups include:

1. The target population consists of the juniors and seniors from the schools for the deaf who attended BOCES during the 1976-77 school year. Not included in the table are 2 boys who are in special classes: 1 a senior from NYSD (White Plains) and the other a junior from NYSSD (Rome).
2. In order to make comparisons between the deaf target population and "average" students who attend BOCES, a matched hearing sample was selected at each school. Criteria were that the hearing student be in the same class at BOCES, at the same grade level, and of the same sex as the deaf student. In four cases, there were no matches for junior students who were in their first year at BOCES. In each

of these cases, a sophomore student, of the same sex as the deaf student, was chosen from the same BOCES class.

Wherever possible hearing students were randomly selected with extras being selected in case the first choice did not wish to participate in the study. At two schools selections were almost always random; at the other two, at Nassau BOCES especially, but also at Westchester BOCES, instructors aided in the selection process. It is believed that this did not introduce a selective bias into the data. In a few cases, the hearing sample from a particular class is not a sample but is the total population of hearing students meeting the criteria. Hearing special education students attending the same BOCES classes were not considered as possible matches for the deaf students.

3. All sophomores from the schools for the deaf were administered certain of the instruments so that comparison can be made of students as they progress through high school. Some of these sophomores will go to BOCES and some will not. This will also permit comparisons to be made between those students who attend BOCES and those who do not.
4. At Mill Neck Manor students begin attending BOCES as sophomores because there are no vocational programs at the school for the deaf. This first year is spent in exploration of various occupational areas and at the end of the year the student chooses the area he/she would like to study his/her junior and senior years. These students are always included in the totals for all sophomores, but because of their lack of parallels at other schools, are not broken out of these totals. However, when certain data were obtained for the target population and these sophomores only, the data are reported.

Table 5 shows the numbers of students who were administered various tests, questionnaires and interviews. A total of 133 students from the schools for the deaf (34 from Mill Neck, 32 from New York School for the Deaf at White Plains, 28 from New York State School for the Deaf at Rome, and 39 from Rochester school for the Deaf) were administered the Stanford Achievement Test during the 1976-77 school year.

Stanford Achievement Test

In Spring 1977, the Stanford Achievement Test, 1973 edition, was administered to the target population and to all sophomores at the schools for the deaf. The Intermediate I level was used. Permission was granted by Psychological Corporation to use the Hearing Impaired version of the vocabulary subtest to change the administration format to make the subtest a test of reading vocabulary rather than spoken vocabulary. The Reading Comprehension subtest and all of the Mathematics tests were also administered. No changes were made in the tests, the directions or in administration except that directions were communicated to the students manually.

Hall Occupational Orientation Inventory

The Hall Occupational Orientation Inventory (HALL) was used as a measure of the students' vocational interests and aptitudes. It was administered to 189 students (135 from the schools for the deaf and 54 from the matched hearing sample at BOCES). Of the 135 students from the schools for the deaf, 72 were members of the target population, 63 were sophomores at the schools for the deaf. The HALL was administered in December 1976 and January 1977. The Young Adult version was used with all groups with a special adaptation being used with all deaf students.

The HALL scales are subdivided into 4 groups: Values and Needs (Scales 1 - 10), Job Characteristics (Scales 11 - 13), Worker Traits (Scales 14 - 21), and Verification (Scale 22).

Values and Needs. These scales are directional in nature and each of the 5 items in each scale is rated by the student on a 5-point scale from very undesirable (0) to most desirable (4). High scores on these scales

> indicate a strong need for the characteristic surveyed in the scale. The higher the raw score, the stronger the need expressed. Low scores on these ... scales indicate very little need for the characteristic surveyed in the scale.... A very low score may represent a negative feeling about the characteristic ....
>
> 1. Creativity, Independence
>
> This scale surveys work activity that: gives the worker freedom to use imagination, creativity, and his or her own ideas to perform the job, be free of close supervision, be different from co-workers, learn new ways of doing things, and have new duties assigned from time to time.
>
> 2. Risk
>
> This scale surveys work situations that: involve excitement, pressure, competition, emergencies, risk of bodily injury, sudden financial loss, strikes, layoffs, wearing of special protective clothing, high pay but temporary employment where the worker can take chances to get ahead.
>
> 3. Information, Knowledge
>
> This scale surveys work situations where: salary and promotion depend on job knowledge, the worker increases his or her own knowledge on the job, through more schooling and training, and by learning from co-workers. The job keeps the worker well-informed, searching for new truths, and exploring his or her own curiosity.
>
> 4. Belongingness
>
> This scale surveys work situations where: one becomes a welcome member of a group or "team," makes friends with others on the job, gains the approval of his or her employer, family, and friends, is treated like a "real" person, and makes a worthwhile contribution to the community.
>
> 5. Security
>
> This scale surveys work situations where: the work activity leaves one free from emotional stress and worry, the individual is employed by a large reliable organization that offers financial and job security, fair promotions, predictability, orderly procedures for getting the work done, and freedom from public criticism.

6. Aspiration

This scale surveys work activity where one can gain fast promotions and success by determination and hard work in order to succeed, the worker might be expected to do extra work without extra pay, take work home, move from town to town, take on more responsibility, become part owner of the company, and take special training.

7. Esteem

This scale surveys work situations where: one can gain high position in the community, feel successful, control and influence others, gain admiration, publicity, important friends, wealth, live in the best area of town, and own expensive cars.

8. Self-Actualization

The scale surveys work situations that: allow the worker to express himself or herself, develop his or her personality, talents, and potential, learn new skills, use a variety of talents, be self-directed, do his or her best, and not have to follow specific regulations and directions to get the job done.

9. Personal Satisfaction

This scale surveys work situations that: the worker likes very much, give him or her more personal than financial rewards, help him or her feel proud of himself or herself, have pleasant, rewarding relationships with others, be seen as a good person, have others recognize the value of his or her work, and help make the world a better place in which to live.

10. Routine-Dependence

This scale surveys work situations where: there is a set plan to get the work done and one does not have to think about the work as it is done, there are few unexpected changes in the work, the worker can forget the job when he or she goes home, the worker can depend on someone else's directions about how best to get the job done and has the help of close supervision.[1]

Job Characteristics. This portion of the HALL, composed of Scales 11, 12, and 13 deals with whether the student prefers work dealing with people, data, or things. These scales are directional in nature with a high score indicating a need or preference for that particular job characteristic. Individual scores may range from 0 to 20. A short description of each scale is included.

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[1] From Hall Occupational Orientation Inventory: Counselor's Manual, Third Edition, pp. 20-21.

11. Data Orientation

This scale surveys work activity where: one deals mostly with printed information, materials, and data rather than people or physical objects and machinery; the worker collects and evaluates information, makes and records measurements and observations, compares data and information with that gathered by others, compiles written and printed documents, interprets information, facts, and data to his or her employer and others, and coordinates information and data between his or her office and others.

12. Things Orientation

This scale surveys work activity where: one makes or works with physical objects, or operates, adjusts, and repairs tools, machinery or other equipment, the worker works mostly with his or her hands and can see the physical results of his or her labor and talent.

13. People Orientation

This scale surveys work activity where: one spends most of the time with people, either teaching, supervising, bargaining, negotiating, advising, entertaining, controlling, or selling. Through the work one gets to know people very well and has a change to influence others.[2]

Worker Traits. These scales (14 - 21) survey the intensity of the students' concerns about the worker traits or job characteristics measured by these scales but do not show whether the concern is a positive or a negative one. High scores show that the student had strong feelings about the scale content. Low scores indicate that the respondent has neutral feelings about the characteristic surveyed in the scale, and that he/she has little desire to use or experience the characteristics surveyed. Scores on Scales 14 - 21 can range from 0 (neutral) to 10 (strong concerns).

A brief description of the Worker Traits Scales follows:

14. Location Concern

This scale surveys work situations that involve the general location of the job, such as out-of-doors, in a hot climate, in the moutains, in a rainy climate, in a large city, in a small town, in a rural farm area in a resort area, near good schools, in an area of heavy population, and within easy visiting distance of one's hometown.

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[2] Ibid., p. 21

15. Aptitude Concern

This scale surveys aptitudes required for a wide variety of work activities such as: school achievement, common sense, special knowledge, above average intelligence, expert skills, special talents, accuracy in reading and writing, speed and accuracy with numbers, ability to judge differences in detail in printed materials, ability to explain ideas clearly to others, and the ability to get along with all kinds of people.

16. Monetary Concern

This scale surveys the various monetary rewards associated with a particular type of job such as: a small starting salary that increases rapidly, a good starting salary that increases slowly, salary increases that keep up with the cost of living, automatic increases based on time with the company, sufficient income to purchase more than the necessities of life. an automobile furnished by the company, paid sick leave, free life and health insurance, and a good pension and retirement plan.

17. Physical Abilities Concern

This scale surveys physical abilities required for a wide variety of jobs such as: moving one's fingers and hands with speed and accuracy, needing good physical balance and body coordination, having good hearing, good vision, and above average physical strength, being able to stand, walk, stoop, kneel, sit, climb, and talk on the job, and having the required body size, weight, or appearance for the job.

18. Environment Concern

This scale surveys the more narrow, specific environment the worker finds in a variety of jobs such as: whether or not one works alone, surroundings are quiet and free from pollution, music is played in the background, one must speak louder than normal to be heard, smoking is allowed, there is air-conditioning, one travels by airplane or automobile, one must wear fashionable clothing, and whether one gets rather dirty every day.

19. Co-worker Concern

This scale surveys the type of workers associated with particular jobs such as: whether they are high school graduates, college graduates, stimulating colleagues, less intelligent than the examinee, lazy, younger than the examinee, of different races or ethnic groups, single or married, men or women, friendly, aggressive, or serious.

20. Qualifications Concern

This scale surveys work qualifications for a wide variety of jobs such as: whether previous experience is required, high school education is sufficient, special technical training or a college education is needed, a special examination must be passed, good references are needed, union membership is required, age is an important factor in getting the job, one must possess social grace and charm, and whether one must be concerned about what people think of his or her behavior during nonworking hours.

21. Time Concern

This scale surveys the various ways time is involved with different jobs such as: whether there are seasonal peak and slack periods, one is employed only nine months of the year, one may have time off whenever one likes, one can arrange work hours to suit oneself, one has regular hours that allow one to plan his or her home life exactly, one works late at night, one has no exact time to begin, and one has less than an hour for lunch.[3]

Verification Scale. Scores on Scale 22, Defensiveness, indicate defensive response sets and tendencies to make insincere responses. Scores can range from 0 to 5 with the higher score indicating that the student tended not to record his/her real feelings when responding to the items. It also may mean that directions were not understood, the students' responses were influenced by someone else's expectations, or that responses were carelessly marked on the answer sheet.

In order to make comparisons between the deaf target population and the "average" students who attend BOCES, a matched hearing sample was selected at each school. Criteria were that the hearing student be in the same class at BOCES, of the same grade level, and of the same sex as the deaf student. In 4 cases, there were no matches for junior students who were in their first year at BOCES. In each of these cases, a sophomore student, of the same sex as the deaf student, was chosen from the same BOCES class.

Whenever possible hearing students were randomly selected with extras being selected in case the first choice did not wish to participate in the study. At 2 schools selections were almost always random; at the other two, at Nassau BOCES especially, but also at Westchester BOCES, instructors aided in the selection process. It is believed that this did not introduce a selective bias into the data. In a few cases, the hearing sample from a particular class is not a sample but is the total population of hearing students meeting the criteria. Hearing special education students attending the same BOCES classes were not considered as possible matches for the deaf students.

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[3] ibid., pp. 21-22

The target population is composed of juniors and seniors from the schools for the deaf who are in regular BOCES classes. The two special students - a senior boy from NYSD (White Plains) and a junior boy from NYSSD (Rome) have been omitted from all data for Objective 2.

Career and Educational Aspirations Questionnaire

This questionnaire was completed by 135 students (35 from Mill Neck, 33 from New York School for the Deaf, 28 from New York State School for the Deaf, and 39 from Rochester School for the Deaf). The CEAQ was completed by the target population and by all sophomores at the schools for the deaf.

The CEAQ is an adaptation of the Student Information Questionnaire of the Ohio Vocational Interest Survey for use with deaf students. Students are asked to rate 16 different occupational areas on a 5-point scale ranging from dislike very much to like very much. After rating all 16 of these, the student marks his first and second choice of occupational interest. Students are also asked which group of school subjects they like best and which second best. Indication is also made of the type of high school program the student is pursuing as well as what type of education or program he/she plans to pursue after high school. The last questions of the CEAQ deal with whether the student would take a vocational program and if yes, what his/her first two choices of type of program would be. The 15 areas of choice were compiled from courses available in the BOCES settings participating in the study.

Communications Profile

A total of 87 students' communication profiles were obtained from the schools for the deaf using a Communication Profile form which was developed by revising and refining the instruments used in the CREED Career Development

Project. Deaf students attending BOCES were rated by teachers and staff in their respective schools for the deaf on 7 subscales:

Expressive: Speaking
Expressive: Writing
Expressive: Manual Communication
Receptive: Audition
Receptive: Speechreading
Receptive: Manual Communication
Receptive: Reading

Each subscale of the Communication Profile has 6 scale points that are described for the rater with the lowest point (1) being the poorest skill and the highest (6) indicating the highest skill. The Receptive Audition Scale results were not analyzed due to problems in the scale level descriptions which combined both audition and speechreading skills.

Ratings were done by from 3 to 5 persons in each location who had personal knowledge of the students attending BOCES. Raters were instructed, if a student was performing at 2 levels of the same scale, to choose the level with the higher number.

Raters included 6 teachers (one or two in each location), 3 guidance counselors, 2 supervisors of academic education, 1 supervisor of vocational education, 1 director of pupil personnel services (who is also a school psychologist), 1 assistant superintendent, and 2 audiologists.

It had been planned to have the audiologist, the guidance counselor or the school psychologist, and 2 teachers do the ratings in each location. However, in 2 locations the audiologists had very little contact with the senior high school students and did not feel qualified to give accurate ratings based on the present skill of the students. Also, often teachers knew only a few of the students. The decision was then made to ask whoever had the most contact with and knowledge of the students to do the ratings.

On each scale, the student's score is the average of all of the ratings he/she received on that scale. Students were rated on 3 expressive and 3 receptive skill areas.

Performance I.Q.

Performance IQ scores were obtained from school recores for the target population and for the Mill Neck sophomores attending BOCES. Only scores using the WISC and WAIS were used for this study. (One school used other instruments also to measure IQ. However, only two students did not have WISC and WAIS scores.) Seventy-eight students' scores were analyzed and reported. Of the 78 students, 14 were from Mill Neck, 14 from New York School for the Deaf, 25 from New York State School for the Deaf, and 25 from Rochester School for the Deaf (See Table 5).

Work Values Inventory

A total of 188 students were administered the Work Values Inventory (WVI). (See Table 5.)

The Work Values Inventory was developed to measure the goals which motivate a person to work. It is designed to measure the satisfactions persons seek in work and the satisfactions which may be the outcomes or concommitants of work.

The WVI consists of 45 questions related to 15 goals or value areas. These areas and a short description of each follow:

Altruism: present in "work which enables one to contribute to the welfare of others." This scale assesses social service values and interests.

Esthetic: a value inherent in "work which permits one to make beautiful things and to contribute beauty to the world."

Creativity: a value associated with "work which permits one to invent new things, design new products, or develop new ideas."

Intellectual Stimuation: associated with "work which provides opportunity for independent thinking and for learning how and why things work."

Achievement: a value associated with "work which gives one a feeling of accomplishment in doing a job well." Achievement appears to assess a tak orientation, a liking for work with visible, tangible, results.

Independence: associated with "work which permits one to workin his own way, as fast or as slowly as he wishes."

Prestige: associated with "work which gives one standing in the eyes of others and evokes respect." Prestige taps a desire for the respect of others rather than for status or for power.

Management: associated with "work which permits one to plan and lay out work for others to do."

Economic Returns: a value or goal associated with "work which pays well and enables one to have the things he wants." Economic Returns represent a type of value often referred to as materialistic, the attaching of importance to tangibles, to earnings.

Security: associated with "work which provides one with the certainty of having a job even in hard times."

Surroundings: a value associated with "work which is carried out under pleasant conditions - not too hot or too cold, noisy, dirty, etc."

Supervisory Relations: a value associated with "work which is carried out under a supervisory who is fair and with whom one can get along." Supervisory Relations denote the attaching of importance to getting along with the boss.

Associates: a value characterized by "work which brings one into contact with fellow workers whom he likes."

Way of Life: associated with the kind of work that "permits one to live the kind of life he chooses and to be the type of person he wishes to be."

Variety: associated with "work that provides an opportunity to do different types of jobs." [4]

The WVI was administered in December 1976 and January 1977 to 72 members of the target population, 62 sophomores at the schools for the deaf, and 54 members of the matched hearing sample. An adapted version of the WVI was developed for use with the deaf students because of their language problems.

Career Maturity Inventory

The Career Maturity Inventory (CMI) was administered during the Spring 1977 semester to 71 members of the target population, 52 members of the matched hearing sample, and 60 sophomores at the schools for the deaf (total 183, see Table 5). An adapted version created because of the special reading and language problems of deaf students, was used with all deaf students - target population and sophomores. In one school for the deaf only the Attitude Scale and Part 4 of the Competence Test were administered.

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[4] Taken from Work Values Inventory Manual, pp. 8-10.

Attitude Scale. The Attitude Scale of the CMI consisting of 50 questions, is designed to measure the maturity of attidues critical to realistic career decision making. It "elicits the feelings, the subjective reactions, the dispositions that the individual has toward making a career choice and entering the world of work" (Administration and Use Manual, p. 3).

Competence Test. The Competence Test of the CMI measures the more cognitive variables that are involved in choosing an occupation. There are 5 subtests in the Competence Test, each dealing with a different variable. The subtests and their variables are:

Part 1: Knowing Yourself (Self-Appraisal)

Part 2: Knowing About Jobs (Occupational Information)

Part 3: Choosing a Job (Goal Selection)

Part 4: Looking Ahead (Planning)

Part 5: What Should They Do (Problem Solving)

Part 1: Knowing Yourself. Each of the 20 questions in this subtest describes a person's interests, abilities, and/or experiences and then asks the student to appraise the person's job-related capabilities and choose which one of four courses of action would be best for the person. Choice 5 is always "Don't Know."

Part 1 was not administered at one school for the deaf (NYSD-White Plains).

Part 2: Knowing About Jobs. Each of the 20 questions in Part 2 briefly describes a person's job. The student selects the correct occupational title from among four options listed after the description. Option 5 is always "Don't Know."

This subtest also was not administered at NYSD (White Plains).

Part 3: Choosing a Job. Each of the 20 questions briefly describes a person. Following the description are four occupational titles and the option 5 "Don't Know." The student selects the occupation in which he/she thinks the person would be happiest and most successful.

This subtest was not administered at NYSD (White Plains).

Part 4: Looking Ahead. Each of the 20 questions gives an occupational title and three steps a person could complete to enter this occupation. The student's task is to put the three steps in the correct order.

Part 4 was administered to all schools for the deaf. Two additional modifications were made in the format and directions for Part 4 for deaf students only: (1) the terms apprentice, journeyman, and master were defined for the students before the test began; (2) answers were marked directly in the test booklet and not on the separate answer sheet.

Part 5: What Should They Do? Each of the 20 questions in this subtest describes a problem a person is having in school or in choosing a career. The student selects from among four solutions the one he/she believes to be best. Option 5 is "Don't Know."

This part was not administered to NYSD (White Plains) students.

Socioeconomic Status

An index of family social position was obtained in one portion of a questionnaire mailed to parents of entering students (Part II of Parent Questionnaire).

The Two-Factor Index of Social Position (Hollingshead) was used to establish social position of the families of the target population. Each parent was asked to indicate the highest level of education he/she had completed and to give his/her job title, name of employer and job duties. Using this information each person was assigned a job and an educational level and the person's SES level was computed from these. Using the Two-Factor Index the following SES levels are obtained.

Level 1:	Upper class
Level 2:	Upper middle
Level 3:	Middle middle class
Level 4:	Lower middle class
Level 5:	Lower class

Data were obtained for 66 families regarding socioeconomic status. For 47 of these families information was received concerning both parents. For 3 families, data were received concerning the father only; for 16 families, data received were for the mother only.

Student Information

Near the beginning of the 1976-77 school year Student Information forms (SIF) were distributed to all schools for the deaf requesting information regarding the students that were attending BOCES. Three of the schools completed the forms for their students; at the fourth school members of the research team were given access to the pupils' permanent record folders and the forms were completed using information in the folders. Data were requested regarding date of birth, sex, home residence, day vs. residential status, school history (age at entry, schools attended, how long in each), IQ scores, hearing loss (degree, cause, age at onset, age of discovery), handicapping conditions other than deafness, history of parental deafness, and ethnic background.

For those students who began attending BOCES later in the year, the SIF data were collected only for those who were in attendance at BOCES during the Spring data collection. Data, therefore, were obtained for students in attendance in the Fall and for those who started later in theyear and stayed for the rest of the year. Because of Mill Neck's unique condition of sending sophomores to BOCES for an exploratory year, SIF data were obtained for these students also.

Career and Educational Aspirations Interview

Information relative to the educational programs and career aspirations of the deaf students was obtained using the Career and Educational Aspirations Questionnaire (CEAQ) and also by interviewing the deaf students.

Students attending BOCES during the fall site visits and those who enrolled during the year and were still attending during the soring site visits were interviewed regarding their career and educational aspirations. This means that 78 members of the target population as well as 13 Mill Neck sophomores were interviewed. The decision was made to conduct interviews with the Mill Neck sophomores because they were attending BOCES and comparison could be made of data from them in future years with data obtained as their BOCES experience began. It is unknown what, if any, effect the exploratory year given these students has on their last 2 years at BOCES, and therefore, as much data as was feasible was gathered for this group.

An interview schedule and a protocol for Student Career and Educational Aspirations were developed and used. The purpose of the interview was to seek information concerning the career and educational aspirations of students who were involved in the occupational education program at BOCES. Therefore, the interview was designed to explore how students felt about education, their educational program, their educational plans for the future, and the general career aspirations that they were formulating.

Second Year Data

During the second year of the research study, changes were made in the gathering of data for Objective 2. Students from 4 different groups were assessed this year including the target population, a matched hearing sample, all sophomores from the schools for the deaf, and sophomores from Mill Neck who attended BOCES. In addition to these 4 groups, data were obtained on the

the academic achievement of juniors and seniors at the schools for the deaf who do not attend BOCES. A brief summary of each of these five groups follows:

1. The target population for the second year of the project consisted of juniors and seniors from the schools for the deaf who attended BOCES during the 1977-78 school year. Also included in the target population is one sophomore who was enrolled in a 3-year course of study at BOCES. Because she dropped out of BOCES fairly early in the school year, data for this student are not complete.
2. A sample of hearing students from each participating BOCES was again selected for comparison purposes. Criteria for selection were the same as for first year of the research project. The hearing students had to be in the same class, at the same grade level and of the same sex as the deaf student. No special education students were considered as possible matches for the deaf students.

   There were many more classes during the second year of the project in which there was no hearing student to match with the deaf student. The two main reasons for this were (1) a lack of hearing students in some classes who were willing to participate in the study and (2) a lack of hearing students in the same class who were of the same grade level as the deaf students. The latter happened most often when senior deaf students were in their first year in a BOCES course of study. Often there were no senior hearing students in the class.
3. Again, as in the first year of the research project, all sophomores from the schools for the deaf were administered certain of the instruments. However, fewer tests and inventories were taken by sophomores during the second year. The Career and Educational Aspirations Questionnaire, the Work Values Inventory, and the Career Maturity Inventory

were not taken by sophomores this year although they had been during the first year. Sophomores did receive achievement testing and the Hall Occupational Orientation Inventory.

4. Sophomores from Mill Neck Manor who attended BOCES were included in the testing program in all areas except the Communications Profile, the Student Information Form, and Performance IQ.
5. Achievement test scores were obtained for juniors and seniors attending the schools for the deaf who did not attend BOCES. These were then compared with the scores of juniors and seniors attending BOCES.

Table 6 lists the nine areas of Objective 2 and shows the groups from which data were obtained for each.

Stanford Achievement Test

During the first year of the research project, data regarding the academic achievement of the deaf students' were sought only from the target population and from the sophomore classes at each of the schools for the deaf. With only these data, it was not possible to make statements regarding the typicality of the BOCES students nor their relative standing when compared with other students at the schools for the deaf. Therefore, the decision was made to gather achievement test data on all sophomores, juniors, and seniors at the schools for the deaf.

Because each school administered achiement tests to all their students, and because requiring a second testing of all sophomores, juniors, and seniors just for the research project would have been too large a burden for any of the schools, the decision was made to secure from the schools for the deaf the scores for all students in the Classes of 1977, 1978, and 1979 for the Spring 1977 testing and for all students in the Classes of 1978, 1979, and 1980 for the Spring, 1978 testing.

The four schools for the deaf did not all give the same test, nor did the schools give all the students the same level of the test they did use. This made comparisons across schools and comparisons within most of the schools difficult. Mill Neck used the 1973 edition of the Stanford Achievement Test both years and each year used the Intermediate I, Intermediate II, and Advanced Levels with different students depending on their achievement level. New York School for the Deaf in White Plains administered 3 levels (Primary, Intermediate, and Advanced) of the Gray-Votaw Rogers Achievement Test in Spring 1977, and 6 levels (Primary I, II, and II, Intermediate I and II, and Advanced) of the 1973 edition of the Stanford Achievement Test in Spring 1978. New York State School for the Deaf in Rome administered the Advanced Level battery of the 1964 edition of the Stanford Achievement Test both years. Rochester School for the Deaf administered 4 levels (Primary II, Intermediate I and II, and Advanced) of the 1964 edition of the Stanford Achievement Test.

The numbers of students for whom scores were obtained each of the years are displayed in Table 7. Results of 5 subtests were analyzed: reading comprehension, mathematics concepts, mathematics computations, mathematics applications, and spelling. These vocabulary subtests were not analyzed because they were not administered in each location and because so many scores were at or near the chance level.

Hall Occupational Orientation Inventory

During the second year of the research project, the Hall Occupational Orientation Inventory (HALL) was again used as a measure of students' vocational interests and aptitudes. The HALL was administered in December 1977 and January 1978 to 67 members of the target population (juniors and seniors from the schools for the deaf who were attending BOCES), 47 members of the sample of matched hearing students, and 83 sophomores at the school for the deaf.

Sophomores at the Schools for the Deaf. Personnel at the schools for the deaf were requested to administer the HALL to all sophomores. A total of 83 sophomores took the inventory.

Test-retest reliability coefficients were obtained for the 22 scales of the HALL using scores of the 57 deaf students who were tested both years of the research project. These coefficients are quite low, ranging from .136 to .554 with only three being above .500 -- Belongingness, Data Orientation, and Aptitude Concer.

These low coefficients may be reflecting real changes in the needs, values, and concerns of deaf students regarding occupational orientation over the period of one year. However, they may also rather be an indication of lack of reliability of the instrument induced by a combination of poor reading and language ability and inconsistency in test administration from year 1 to year 2.

Values and Needs Scales. These 10 scales are directional in nature and each of the 5 items in each scale is rated by the student on a 5-point scale that ranges from very undesirable (0) to most desirable (4). Descriptions of the scales are given in Objective 2B of the first year's report. Scores may range from 0 to 20.

Job Characteristics. This portion of the HALL consists of three scales dealing with whether the student prefers working with data, things, or people. These scales are directional in nature with a high score indicating a need or preference for that particular job characteristic. Scores may range from 0 to 20 on each scale.

Worker Traits. These eight scales survey the intensity of the students' concerns about the worker traits measured by these scales but do not show whether the concern is a positive or negative one. High scores indicate that a student has strong feelings about the scale content. Low scores show that the respondent has neutral feelings about the characteristic surveyed in the scale. Scores on these scales can range from 9 (neutral) to 10 (strong concern).

Verification Scale. Scores on the Defensiveness Scale indicate defensive response sets and tendencies to make insincere responses. Scores can range from 0 to 5 with the higher score indicating that the students tended not to record their real findings when responding to the items. A higher scores may also mean that directions were not understood, the student's responses were influenced by someone else's expectations, or that responses were carelessly marked on the answer sheet.

Information relative to the educational programs and career aspirations of the deaf students was obtained using a revised Career and Educational Aspirations Questionnaire (CEAQ) and also by interviewing the deaf students. Only members of the target population and a sample of the multi-occupational sophomores at Mill Neck were interviewed and given the CEAQ to complete. With the exception of one sophomore from Mill Neck, all students who were interviewed for this objective were given the CEAQ to complete.

Career and Educational Aspirations Questionnaire

The CEAQ is an adaptation for use with deaf students of the Student Information Questionnaire of the Ohio Vocational Interest Survey. The version used the first year was further revised because of discrepancies in responses marked by the students to what was known of the students' educational programs and plans. Some of the questions on the Year 1 version proved to be too difficult given the students' language and reading level.

The rating of 16 occupational areas on a 5-point scale was changed to a 64 item occupational checklist with four jobs being listed for each of the 16 occupational areas. Students then chose the occupation they liked best and the one they liked second best. Finally, students chose the academic area they liked best and the one they liked second best. Questions regarding the type of education program being pursued and whether the student would take a vocational program and, if so, in what area were deleted from the CEAQ and this information obtained in the interview.

Seventy-one target students and 9 sophomores from Mill Neck completed the CEAQ. For the target students, 27 were from Mill Neck, 16 from White Plains, 12 from Rome, and 16 from Rochester.

Work Values Inventory

Brief descriptions of the purpose of the Work Values Inventory and of the 15 scales that compose it are found in the Objective 2d report from Year 1. On the WVI the higher the score the more the value measured by the scale is desired by the student.

In Year 2 of the research project the WVI was administered in December 1977 and January 1978 to 67 members of the target population and to 46 members of the matched hearing sample.

Test-retest reliability data were gathered for the adapted version of the WVI that was used with the deaf students. Fifty-six of the deaf students who took the WVI during Year 1 of the research project took the inventory again the second year. Reliability coefficients are low, ranging from .1005 to .4804 with the median being .2805. These low coefficients may be due to actual changes in the values the students have or they may be caused in part by the low language and reading level of the students coupled with changes in administration of the inventory from Year 1 to Year 2.

Interview. Target students attending BOCES during the fall site visits and those who enrolled during the year and were attending during the spring site visits were interviewed regarding their career and educational aspirations. A sample of sophomores attending BOCES were also interviewed. In all, 71 target students and 8 sophomores were interviewed. Most of the interviews were in the fall with the remaining interviews being done in the spring.

Communications Profile

The communications skills of students in the target population were rated using the Communications Profile. The Communications Profile consists of 6 scales - 3 dealing with expressive skills (Speaking, Writing, and Manual Communication) and 3 dealing with receptive skills (Speechreading, Manual Communication, and Reading). Each scale has 6 scale points that are descirbed for the rater with the lowest point (1) being the poorest skill and the highest (6) indicating the highest skill. A student's rating on a given scale is the average of all the ratings received on that scale.

Ratings were done by from 2 to 5 persons at each school for the deaf who had personal knowledge of the students attending BOCES. Raters included teachers, guidance counselors, principals, supervisors, a school psychologist, and an audiologist. In all, 76 students in the target population were rated.

Inter-rater reliabilities were computed for each scale at each location. At Rochester, there were problems finding raters who knew all the students in all 6 communication areas. Some raters were used who knew students' abilities in only some of the areas of communication and others were used who knew students in all communication areas but did not know all the BOCES students. These are the reasons for the small numbers on which some of the correlations are based and for the missing correlation coefficients in other cases.

Performance I.Q.

Performance IQ scores were obtained from school records for 77 of the 78 students in the target population. Thirty-seven students were tested using the WISC and 40 using the WAIS. IQ scores ranged from 78 to 131 for the boys and from 69 to 126 for the girls, averaging 100.29 and 96.25 respectively.

Career Maturity Inventory

The *Career Maturity Inventory* (CMI) was administered during Spring 1978 to 64 members of the target population, 45 members of the matched hearing sample, and 16 sophomores at Mill Neck who attend BOCES. An adapted version, created because of the special reading and language problems of deaf students, was used with all deaf students.

Test-retest reliabilities were computed for data from Year 1 and Year 2 for deaf students who took the test both years. These ranged from .2709 on the Attitude Scale to .5023 on Part 3 of the Competence Test: Choosing a Job.

Test-Retest Reliability Coefficients for the
Career Maturity Inventory: One-Year Interval

Scale	r_{xy}
Attitude Scale	.2709
Competence Test:	
1. Knowing Yourself	.4130
2. Knowing About Jobs	.3904
3. Choosing a Job	.5023
4. Looking Ahead	.4935
5. What Should They Do	.3646

Attitude Scale. The Attitude Scale consists of 50 true-false items and is designed to measure the maturity of attitudes critical to realistic career decision making. It "elecits the feelings, the subjective reactions, and the dispositions that the individual nas toward making a career choice and entering the world of work" (Administration and Use Manual, p. 3).

Socioeconomic Status

The Two-Factor Index of Social Position (Hollingshead) was used to establish the social position of the families in the target population. Each parent was asked to indicate the highest level of education he or she had completed and to give his or her job title, name of employer, and job duties. Using this information each person was assigned a job and an educational level and the person's SES level was computed from these.

Using the Two-Factor Index the following SES levels are obtained:

Level 1 - Upper class

Level 2 - Upper middle class

Level 3 - Middle middle class

Level 4 - Lower middle class

Level 5 - Lower class

Data were obtained regarding SES level from 60 families. For 52 of these families, information was received concerning both parents. For 2 families, data were received concerning the father only; for 6 families, data received were for the mother only.

Student Information Form

No changes were made in the Student Information Form (SIF) for the second year of the research project. Data were sought for only the students attending BOCES for the first time and data gathered the previous year were used for returning students. However, data that might have changed were verified, e.g., residential vs. day status and intelligence scores as reported from the latest testing.

The SIF's were distributed to all schools for the deaf in October and November. In addition, SIF's were completed during the school year by personnel at the schools for the deaf for any students who enrolled later in the year. No data were sought for the Mill Neck sophomores attending BOCES.

Third Year Data

The same battery of tests were administered at each research site during the 1978-79 academic year. A log of the numbers of students tested on each instrument by sites is recorded in Table 8.

Table 4

Instruments Used in Different Areas of Objective 2 and Groups Involved in Each (1976-77)

Area/Group	Target Population	Matched Hearing Sample	School for Deaf Sophomores	Mill Neck BOCES Sophomores
Stanford Achievement Test	x		x	
Hall Occupational Orientation Inventory	x	x	x	
Career & Educational Aspirations Questionnaire	x		x	
Career & Educational Aspirations Interview	x			x
Work Values Inventory	x	x	x	
Communications Profile*	x			
Performance IQ*	x			
Career Maturity Inventory	x	x	x	
Socioeconomic Status*	x			
Student Information Form	x			

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* Data on Mill Neck sophomores were obtained for these instruments, but no comment is made of it in the report.

Table 5

Tests and Questionnaires Administered and Interviews Conducted with Target and Matched Hearing Populations By School During 1976-77 School Year

Area/Group	Mill Neck Manor	NYSD White Plains	NYSSD Rome	RSD Rochester	Nassau BOCES	So. Westchester BOCES	Oneida-Herkimer-Madison BOCES	Monroe BOCES	Total
Stanford Achievement Test	34	32	28	39	--	--	--	--	133
Hall Occupational Orientation Inventory	35	33	28	39	9	10	19	16	189
Career & Educational Aspirations Questionnaire	35	33	28	39	--	--	--	--	135
Career & Educational Aspirations Interview	27	15	26	23	--	--	--	--	91
Work Values Inventory	34	32	28	40	9	10	19	16	188
Communications Profile	25	14	24	24	--	--	--	--	87
Performance IQ	14	14	25	25	--	--	--	--	78
Career Maturity Inventory	34	33	28	36	9	11	18	14	183
Socioeconomic Status	12	12	19	23	--	--	--	--	66
Student Information Form	14	14	25	25	--	--	--	--	78
Total	264	232	259	313	27	31	56	46	1228

Table 6

Instruments Used in Different Areas of Objective 2 and Groups Involved in Each (1977-78)

Area/Group	Target Population	Matched Hearing Sample	School for Deaf Sophomores	Mill Neck BOCES Sophomores	School for Deaf Jrs. & Srs.
Stanford Achievement Test	x		x	(x)	x
Hall Occupational Orientation Inventory	x	x	x	(x)	
Career & Educational Aspirations Questionnaire	x			x[1]	
Career & Educational Aspirations Interview	x			x[1]	
Work Values Inventory	x	x		x	
Communications Profile*	x				
Performance IQ*	x				
Career Maturity Inventory	x	x		x	
Socioeconomic Status*	x				
Student Information Form	x				

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[1] Sampled only.

Table 7

Tests and Questionnaires Administered and Interviews Conducted with Target and Matched Hearing Populations By School During 1977-78 School Year

strument	Mill Neck Manor	NYSD White Plains	NYSSD Rome	RSD Rochester	Nassau BOCES	So. Westchester BOCES	Oneida-Herkimer-Madison BOCES	Monroe BOCES	Total
anford Achievement Test--1977 Testing	41	83*	35	60	--	--	--	--	219
1978 Testing	55	75	35	40	--	--	--	--	212
ll Occupational Orientation Inventory--Target	25	15	12	15	15	12	19	11	124
Grade 10	23	21	19	20	--	--	--	--	83
reer & Educational Aspirations Questionnaire	27	16	12	16	--	--	--	--	71
reer & Educational Aspirations Interview--Target	27	16	12	16	--	--	--	--	71
Grade 10	8								8
rk Values Inventory Target	26	15	11	15	15	12	9	10	113
Grade 10	16								16
mmunications Profile	26	21	13	16					76
rformance IQ	27	21	13	16					77
reer Maturity Inventory--Target	23	15	11	15	14	12	9	10	109
Grade 10	16								16
oioeconomic Status Mother	21	12	10	15					58
Father	21	11	8	14					54
udent Information Form	27	21	13	16					77

The Gray-Votaw Rogers Achievement Test was used in 1977

Table 8

Tests, Questionnaires, and Interviews Conducted with Junior and Senior Target Students During the 1978-79 School Year

Instruments	Mill Neck Manor	NYSD White Plains	NYSSD Rome	RSD Rochester	Total
SAT					
Juniors	16	23	15	24	78
Seniors	26	39	11	13	89
HALL					
Seniors	23	39	11	15	88
CEAQ					
Seniors	17	15	5	11	48
CEAQ Interview					
Seniors	17	15	5	9	46
WVI					
Seniors	16	14	5	11	46
Comm. Profile					
Juniors	9	9	7	3	28
Seniors	17	14	5	11	47
Perf. IQ					
Juniors	10	9	7	3	29
Seniors	17	15	5	10	47
CMI	--	--	--	--	--
Socioeconomic Status	--	--	--	--	--
Student Info Form					
Juniors	10	9	7	3	29
Seniors	17	15	5	11	48

III. OBJECTIVE 3 - EVALUATION PRACTICES

Instrumentation

Structured interviews

First Year Data Collection

This objective was concerned with the policies and practices used to evaluate both deaf and hearing students in the integrated classroom at the BOCES Occupational Education Center. Interview protocols and schedules were developed for three types of school personnel (see Appendix C). Table 9 shows the number of interviews with administrators, supervisors, and occupational education teachers conducted at each of the four sites during the 1976-77 school year.

The purpose of the interviews with administrators and supervisors was to identify and to explore the institutional philsoophy regarding the evaluation of classroom performance of hearing and deaf students, as well as the procedures and criteria used by occupational education teacher for evaluation of classroom performance of hearing and deaf students. Further, the interview was used to ascertain in what ways classroom teachers modified their regular evaluation criteria and procedures in order to provide for the evaluation of deaf students. The interview also sought information about how successful deaf students were in relation to hearing peers in the occupational education course in four areas: content knowledge, performance quality, performance quality, and personal behaviors. The selection of administrators and supervisors for this interview was based on their involvement and knowledge about the areas of information mentioned above.

Selected BOCES instructors were interviewed with a separate form which had a similar format as those used with administrators and supervisors. The selection of BOCES teachers for this interview was based on location, courses taught, and the number of interviews or activities that each instructor would receive. The selection process used attempted to obtain a range of courses across the four locations.

The instructors from the BOCES centers were specialists in their own fields. The following table sheds light on their areas of specialization. Such information, although not required, could perhaps be used to explain trends in the data.

BOCES	Instructors' Areas of Specialization
Nassau	Baking, Commercial Photo, Electronics, Radio and TV Repair, Child Care
Westchester	Carpentry, Aviation Maintenance, Culinary Arts
Oneida	Autobody, Building Construction or Masonry, Data Processing/Advanced Office Machines, Trade Electronics
Monroe	Food Service (3)

From the first year data, it was found that administrators and supervisors did not know in detail the procedures and criteria used by occupational education teachers for evaluations. Therefore, a decision was made to eliminate the interviews with administrators and supervisors for the following years.

Second Year Data Collection

During the 1977-78 school year, 31 occupational education teachers were interviewed (see Table 10). The criteria for selection for the second year interviews were similar to those used in the first year. In addition, an effort was made to avoid overlap among interviewees from year to year.

The interview schedule and protocol were revised and expanded. The revised interview schedule and protocol are attached in Appendix C.

Third Year Data Collection

Interviews on evaluation procedures and practices were conducted in the same manner but with a smaller sample during the third year of the investigation. Contacts with school personnel for this purpose are profiled in Table 11.

Table 9

Interviews with BOCES Personnel Regarding Evaluation Policies and Practices on Deaf and Hearing Students in the Integrated Occupational Education Classes During 1976-1977 School Year

School	Administrator/ Supervisor	Classroom Teacher	Total
Nassau Co. BOCES	7	4	11
So. Westchester Co. BOCES	4	3	7
Oneida-Herkimer-Madison Co. BOCES	1	4	5
Monroe Co. BOCES	3	3	6
Total	15	14	29

Table 10

Interviews with BOCES Personnel Regarding Evaluation Policies and Practices in the Integrated Occupational Education Classes During 1977-1978

School	Classroom Teachers
Nassau BOCES	8
So. Westchester BOCES	7
Oneida-Herkimer-Madison BOCES	8
Monroe BOCES	8
Total	31

Table 11

Interviews with BOCES Administrators Regarding Evaluation Policies and Practices on Deaf Students in Integrated Occupational Education Classes During 1978-79 School Year

School	Administrators
Nassau BOCES	1
So. Westchester BOCES	1
Madison BOCES	1
Monroe BOCES	1
Total	4

IV. OBJECTIVE 4 - INSTRUCTIONAL STRATEGIES AND METHODS

Instrumentation

Structured interviews
Classroom observation

First Year Data Collection

This objective was concerned with the identification of instructional strategies used by occupational education teachers including modifications and adaptations to accommodate deaf learners in the integrated classroom. Table 12 shows a log of the interviews conducted with pupil personnel, classroom teachers and students and the number of classroom observations conducted during the 1976-77 school year.

The interview explores (1) how occupational education teachers teach hearing students, (2) how occupational education teachers have had to modify their regular teaching methods in order to accommodate deaf students, (3) what procedures are provided for helping deaf students deal with any special safety measures in the laboratory or shop, (4) what special changes in school or class rules and regulations have been made for deaf students, (5) what support services are provided to help teachers teach deaf students, and (6) what in-service training programs are provided for preparing teachers to work with deaf students. An interview schedule and protocol were developed and used to collect interview data in the spring of 1977 (see Appendix D). All pupil personnel service staffs from BOCES and the schools for the deaf were interviewed who had or who might have been expected to have knowledge of teaching strategies used with deaf and hearing students at the occupational education centers. One-third of the target population were randomly selected and interviewed. In addition, one-third of the teachers at BOCES who had deaf students were selected and interviewed. The selection of teachers was done with a 3-step process. First, the one-third of the teachers from each site who were to be observed (for Objectives 4 and 7) were randomly selected. Each of these teachers was then randomly assigned either and Objective 4 or an Objective 7 interview. Second, the remaining teachers at each site were each assigned an interview by random selection without replacement. Third, the remaining interviews were assigned in ascending order (Objective 3, 4, 5, and then 7) to randomly selected teachers (without replacement) with the privision that no teacher could be selected for the same interview that he or she had already been assigned. In cases where this happened, another random selection was made.

An observation form for Objective 4 was piloted in one-third of the classrooms having deaf students in each location. These classrooms were selected randomly. Each observation was for one-half of the class session and each classroom was observed twice in the same week. The times of two observations during the week and the times within the sessions were assigned separately and randomly. There were six combinations of observations during the week: beginning-beginning, beginning-middle, beginning-end, middle-middle, middle-end, and end-end. There were four combinations of times within the two observations: first half-first half, first half-second half, second half-second half, and second half-first half. An observation form was developed and a protocol was prepared to give observers the guidelines to conduct the observation (see Appendix D).

Second Year Data Collection

During 1977-78, interviews with pupil personnel service workers, classroom teachers, and students were dropped because the data collected from the interviews in the first year was not specific. Many pupil personnel workers did not have detailed knowledge about the teaching strategies used by instructors at the occupational education centers. Deaf students could not articulate the types of strategies used by occupational teachers. Instructors also tended to provide general information instead of specific and detailed information. Thus, during the second year, efforts were devoted to revising and expanding the interview protocols and to extending classroom observations. An Observer's Guide to Classroom Observation of Teaching Strategies was developed (see Appendix D). In addition, an observation follow-up interview guide was developed. Follow-up interviews and observations with classroom teachers and pupils were used to (1) clarify classroom practices and problems which werenoted during observations and (2) provide additional information about instructional strategies used with deaf pupils. During the second year, interviews with key personnel involved in program planning or in-service training programs were conducted. Table 13 reports the number of persons who were interviewed regarding in-service training programs. A revised interview protocol and schedule were developed for this purpose (see Appendix D).

Third Year Data Collection

A limited number of classroom observations and follow-up interviews were conducted during the study's third year for purposes of replication. The number of contacts across the four research sites are reported in Table 14.

Table 12

Interviews with School Personnel and with Deaf Students and Classroom Observations Conducted to Identify Instructional Strategies in Integrated Occupational Education Classrooms During 1976-77

School	Pupil Personnel	Classroom Teacher	Deaf Students	Classroom Observation	Total
Mill Neck Manor	--	--	5	--	5
NYSD (White Plains)	2	--	6	--	8
NYSSD (Rome)	1	--	9	--	10
RSD (Rochester)	--	--	7	--	7
Nassau BOCES	6	4	--	6	16
So. Westchester BOCES	3	3	--	8	14
Oneida-Herkimer-Madison BOCES	4	4	--	8	16
Monroe BOCES	5	3	--	4	12
Total	21	14	27	26	88

Table 13

Classroom Observation and Follow-up Interviews Conducted to Identify Instructional Strategies in Integrated Classrooms and Interviews on Inservice Training for BOCES Teachers

1977-78

	Classroom Observation		Follow-up Interview			
School	Fall	Spring	Fall	Spring	Inservice Training Interview	Total
Nassau BOCES	6	7	6	7	2	28
So. Westchester BOCES	6	6	6	6	1	25
Oneida-Herkimer-Madison BOCES	7	6	7	6	2	28
Monroe BOCES	6	6	6	6	1	25
Total	25	25	25	25	6	106

Table 14

Classroom Observation and Follow-up Interviews Conducted to Identify Instructional Strategies in Integrated Classrooms and Interviews on Inservice Training for BOCES Teachers/Administrators/Staff During 1978-79

School	Classroom Observation	Follow-up Interview	Inservice Training
Nassau BOCES	--	--	1
So. Westchester BOCES	1	1	1
Madison BOCES	--	--	1
Monroe BOCES	2	1	1
Total	3	2	4

V. OBJECTIVE 5 - ARTICULATION AND COMMUNICATION

Instrumentation

Structured interviews

Procedure

This objective attempted to describe the nature and extent of communication and instructional articulation between the schools for the deaf and the cooperating BOCES. In the objective, efforts were made to obtain information concerning how students were informed about the BOCES program, how they were selected to attend, and how they were oriented to the BOCES program and environment. The objective also explored how administrative, supervisory and pupil personnel staff members and instructors communicate among themselves within and between the two cooperating institutions in articulating program and student needs.

First Year Data Collection

A total of 120 persons from eight schools were interviewed during the 1976-77 school year (see Table 15). Of the 120 personnel, 45 were the administrative and supervisory personnel, 50 were pupil personnel, and 25 were instructors. All administrative, supervisory, and pupil personnel involved in the cooperative program were included, however only one-third of instructors who currently had deaf students in their classes during the 1976-77 school year were selected at random.

Table 15 provides the numbers and types of personnel from each school who were interviewed in the study. Both administrative, supervisory, and pupil personnel were interviewed during the fall semester except those who were unavailable at the times; they were interviewed in the spring semester as were instructors.

An interview schedule and protocol for each group of personnel were developed and used in the school year of 1976-77 (see Appendix E).

Second Year Data Collection

The first year data from the interviews showed that the information gathered was not specific enough to be useful. In order to obtain more detailed information concerning selection, orientation and articulation practices the original interview was replaced with case study methodology during the second year of data collection. A total of 14 case study students were selected from the four schools for the deaf (4 from Mill Neck, 4 from New York School for the Deaf, 2 from New York State School for the Deaf, and 4 from Rochester School for the Deaf [see Table 16]) based upon variables such as academic background and grades. Eight students (all seniors, 2 from each of the four schools for the deaf) were selected for general case studies and 6 other students (5 juniors and 1 sophomore) were selected for case studies intended to describe selection-orientation-articulation practices used by the schools. Two senior students served in both kinds of case studies -- general and selection. One sophomore was selected from Mill Neck to serve as a selection case study student. This school unlike its counterparts began the selection process one year earlier with a multi-occupational exploration program. The selection of students for the general case studies was based on student's aptitude, communication, and achievement levels. The following chart shows the academic background of students chosen for general case studies.

General Case Study Students

	Aptitude	Communication	Achievement
Mill Neck			
Student 1	High	Medium	High
Student 2	Low	Low	Low
White Plains - NYSD			
Student 1	High	High	Low
Student 2	Low	Low	Low
Rome - NYSSD			
Student 1*	High	High	High
Student 2	Low	High	High
RSD			
Student 1*	High	Low	Low
Student 2	Low	Medium	Low

* Choice for both general & selection case study

To obtain case study information about these students, each student and his/her parent or parents, as well as administrators, supervisors, pupil personnel workers, classroom teachers, dormitory counselors and others who have had experience with any case study students were interviewed. Some of these individuals were interviewed twice to obtain further information or to clarify matters discussed during the first interview.

Table 16 shows the number of persons interviewed regarding case studies during 1977-78. Since many persons were interviewed more than once, Table 17 shows the total number of interviews conducted with students, their parents, school personnel, and other persons who had known the case study students. Case study interviews were conducted both in the fall and in the spring semesters during 1977-78 academic year. Case study guides for general case studies and for selection, orientation and articulation case studies respectively were developed and used in the interviews in order to standardize the procedures. (See Appendix E).

Third Year Data Collection

The same procedure and objectives characterized third year data collection for student case studies. Persons contacted in this regard are listed in Table 18.

In addition, further interviewing was conducted to examine the process by which student needs were articulated within and between the cooperating schools at each research site. According to a proposed Model of Articulation of Student Needs, personnel at the schools for the deaf formulate IEP's which should contain academic/vocational, social/personal and career plans for the deaf students. Supposedly, these IEP's are then examined by BOCES personnel who can contribute to the IEP's. These revised or modified IEP's should then be returned to the school for the deaf for final consideration and changes. With this model in mind, interviews with teachers from BOCES and the schools for the deaf were designed to provide insight into the actual processes employed in the formulation of deaf students' IEP's. Specifically, interview questions attempted to determine whether the practices employed at each location match the Articulation Model described above (see Appendix E). Both BOCES occupational education instructors and teachers at the schools for the deaf were interviewed during the fall and spring terms. The spring interview protocol and schedule were revised based on responses obtained during fall interviews.

Thus, the purpose of the interview with BOCES instructors was to determine whether they had seen IEP's for the deaf students in their classrooms, and, if son, to what extent they were knowledgeable and/or aware of the different home school personnel involved in formulating the deaf students' IEP's as well as the general contents of the deaf students' IEP's. Subsequent questions probed the specificity of the IEP's with reference to three major areas of concern. the students' academic/vocational, social/personal and career needs. Other questions investigated: (1) whether (concerning the students' academic/vocational needs) the IEP contains specific information about the students' conceptual needs (e.g., vocabulary, definitions, concepts, etc.) and performance needs (e.g., ability to perform) in relation to the coursework or academic vocational subject area, whether the conceptual and performance needs are equally stressed in the IEP's and if not which aspect is emphasized and why; (2) whether BOCES instructors assist in the formulation of the IEP's and how they become involved in the process; (3) whether the BOCES teachers made any suggestions, additions, or modifications to their deaf students' IEP's; (4) their reactions to the effectiveness of the IEP's in the educational planning for the deaf students' (5) whether the plans, as stated in the IEP's, were implemented and/or followed through; (6) whether they would have any suggestions to improve the IEP's to make them more effective, and (7) whether the IEP's should contain more specific information about the academic/vocational (conceptual and performance) social/personal and/or career needs of deaf students and if yes, what kinds of information. Of course, if the BOCES instructors in the beginning of the interview indicated they did not see their deaf students' IEP's, the interviewer pursued their reasons for not seeing the IEP's and disregarded all of the questions that followed.

The interview schedule for the teachers at the schools for the deaf was essentially similar to that of the BOCES instructors. The teachers were asked to: (1) identify the kinds of personnel involved in formulating the deaf students' IEP's at the schools for the deaf; (2) state generally the contents of the IEP; (3) state specifically the kinds of information contained in the IEP's in the three major areas of concern, that is, the academic/vocational, social/personal and the career needs of the deaf students; (4) state whether the IEP (concerning academic/vocational needs) contained specific information about the students' conceptual needs (e.g., vocabulary, definitions, concepts, etc.) and performance needs (e.g., ability to perform) in relation to the coursework or academic/vocational subject area; whether the conceptual and performance needs are equally stressed in the IEP and if not, which aspect was emphasized and why; (5) state whether the IEP's were realistic and/or effective in the educational planning for the deaf students; (6) state whether these plans were implemented and/or followed through; (7) indicate ways, if any, to improve the IEP's to make them more effective; (8) indicate whether the IEP should contain more specific information about the academic/vocational (conceptual and performance), social/personal and career needs of deaf students' and, if yes, what kinds of information. The next set of questions focused on: whether the home school teachers knew if their BOCES counterparts saw the IEP and/or used it to plan for the deaf students' needs; whether their BOCES counterparts helped to formulate and/or suggest modifications in the deaf students IEP's and, if so, what kinds of additions or revisions were suggested.

At the end of each interview schedule for the BOCES or school for the deaf instructors, was a question concerning whether or not the instructor consulted the IEP (from his/her file) during the interview. Differences in the responses of instructors who did or did not look at the IEP's were expected and considered important to the final analysis of these data. The number of instructor interviews at each research site is depicted in Table 19.

Table 15

Interview with School Personnel Concerning Selection, Orientation and Articulation Policy and Procedures

1976-1977

School	Administrators/ Supervisor	Pupil Personnel	Classroom Teachers	Total
Mill Neck Manor	3	3	1	7
NYSD (White Plains)	5	12	5	22
NYSSD (Rome)	7	6	2	15
RSD (Rochester)	5	14	4	23
Nassau BOCES	11	8	3	22
So. Westchester BOCES	5	2	3	10
Oneida-Herkimer-Madison BOCES	4	3	4	11
Monroe BOCES	5	2	3	10
Total	45	50	25	120

Table 16

Number of Subjects Interviewed for Case Studies During 1977-78 School Year

School	Case Study Student	Parent	Admin/ Super	Pupil Personnel	Classroom Teacher	Dorm Staff	Other	Total
Mill Neck Manor	4	4	1	1	6*	--	--	16
NYSD (White Plains)	4	4	2	2	8	--	--	20
NYSSD (Rome)	2	2	3	1	2	2	--	12
RSD (Rochester)	4	4	2	1	6	1	--	18
Nassau BOCES	--	--	--	1	8	--	2**	11
So. Westchester BOCES	--	--	--	1	6	--	--	7
Oneida-Herkimer-Madison BOCES	--	--	--	1	2	--	--	3
Monroe BOCES	--	--	--	1	4	--	--	5
Total	14	14	8	9	42	3	2	92

* One served as a liaison between Mill Neck and Nassau BOCES and worked at BOCES.

** Includes the Director and one aide at Nassau Library.

Table 17

Number of Interviews Conducted With School Personnel, Parents, and Students During 1977-78

School	Student	Parent	Admin/ Super	Pupil Personnel	Classroom Teacher	Dorm Staff	Other	Total
Mill Neck Manor	8	8*	8	1	15	--	--	40
NYSD (White Plains)	8	8	10	3	13	--	--	42
NYSSD (Rome)	4	4	16	1**	4	5	--	24
RSD (Rochester)	8	7	14	8	7	3	--	47
Nassau BOCES	--	--	--	7	10	--	4***	21
So. Westchester BOCES	--	--	--	8	9	--	--	17
Oneida-Herkimer-Madison BOCES	--	--	--	4	4	--	--	8
Monroe BOCES	--	--	--	8	8	--	--	16
Total	28	27	38	40	70	8	4	215

* One interview with a parent was conducted over the telephone later because she cancelled the original scheduled appointment.

** OVR Counselor stationed on NYSSD campus.

*** Includes library personnel at Nassau BOCES Library and Plainidage Library.

Table 18

Number of Subjects Interviewed for Case Studies During 1978-79 School Year

School	Student	Parent	Admin/ Supv	Classroom Teacher	Employer	Total
Mill Neck Manor	4	2	2	8	2	18
NYSD (White Plains)	5	1	2	9	1	18
NYSSD (Rome)	2	--	--	--	2	4
RSD (Rochester)	6	2	3	3	2	16
Nassau BOCES	--	--	2	4	--	6
So. Westchester BOCES	--	--	2	4	--	6
Madison BOCES	--	--	--	--	--	--
Monroe BOCES	--	--	2	4	--	6
	17	5	13	32	7	74

Table 19

Number of Subjects Interviewed Regarding Articulation of Student Needs (IEP) for 1978-79 School Year

School	Number of Instructors
Mill Neck Manor	8
NYSD (White Plains)	8
NYSSD (Rome)	8
RSD (Rochester)	4
Nassau BOCES	8
So. Westchester BOCES	8
Madison BOCES	7
Monroe BOCES	8
Total	59

VI. OBJECTIVE 6 - KNOWLEDGE AND ATTITUDES TOWARD DEAFNESS

Instrumentation

Attributes of Deafness Inventory
Knowledge of Deafness Test
Personal Contact Scale

Procedure

The focus of this objective was two-fold: (1) to describe the different attitudes toward deafness and (2) to describe the types of information regarding deafness which different school personnel have.

First Year Data Collection

In order to describe attitudes toward deafness, The Attributes of Deafness Inventory (ADI) was developed (see Appendix F). The ADI consists of the 25 items concerned with general attitude taken from the Attitudes to Deafness Scale developed by Cowen et al.[5] and of 11 items pertaining to occupational education and the world of work. (The Cowen [general] items were rewritten in simpler language so that they would be usable with high school students.)

Two scale scores are obtained for the ADI: one for the general items and one for the occupational education (OE) items. Each item is scored on a 4-point scale with a score of 1 indicating a very favorable attitude toward deafness and a score of 4 indicating a very unfavorable attitude. (The scale does not include a neutral mid-point.) Therefore, a higher score on the scale reflects a less favorable attitude toward deafness.

When a person omitted an item on the ADI, that item was assigned a score equal to the average of the scores for that subscale and this was added into the total score for the subscale. These assigned item scores were not used in the item discrimination analysis nor in the factor analyses.

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[5] Cowen, E. L., Bobrove, P. N., Rockway, A. M., & Stevenson, J. "Development and Evaluation of an Attitudes to Deafness Scale," Journal of Personality and Social Psychology, 1967, 6, 183-191.

Item scores obtained on the ADI by professional staffs at the BOCES were analyzed to obtain an item discrimination index. The index for each item was obtained by placing all subjects into an Upper, Middle, or Lower group based on their total score on the ADI. For each item the mean score of the Lower group on that item was subtracted from the mean score of the Upper group for the same item (Index = $X_U - X_L$).

Administration. In Fall 1976, the ADI was administered to administrators, supervisors, pupil personnel services staff, instructors, and to the matched hearing sample of students at each of the occupational education centers. Table 20 shows the number of persons who were administered the Attributes of Deafness Inventory during 1976-77.

In order to describe the types of information possessed by different school personnel the Knowledge of Deafness Test (KDT) was developed from items selected from the General Information and Knowledge Test by Weatherman and Johnson[6] and from the Impact of Deafness Test by Joseph Avery.[7] The 32 multiple choice items of the KDT dealt with such areas as demographic information, etiology, education, development, communication and sign language, and parent effects. A person's score was the number right on the test. (See Appendix F for KDT.)

Administration. The Knowledge of Deafness Test (KDT) was administered to 241 administrators, pupil personnel services staff, and instructors at the schools for the deaf and at the BOCES Occupational Education Centers. Because the test was new, it had been decided that a control group composed of personnel from the schools for the deaf was necessary to ascertain what was common knowledge among educators of the deaf. Table 21 shows the number of school personnel who were administered the KDT during the 1976-77 school year.

[6] Weatherman, R., and Johnson, R. Final Evaluation Report of Comprehensive Mental Health Training in a Hearing Impaired Program. Appendix E. Unpublished Report, Special Education District of Lake County, Gurnee, Ill. 1972.

[7] The Impact of Deafness Test was developed by Joseph Avery, NTID, and is used in conjunction with staff training there. It was used by permission of the author.

Table 22 is a combined table showing the nubmer of persons who were administered ADI and KDT during the first year of the project.

Second Year Data Collection

During the school year of 1977-78 the ADI was administered again to BOCES staff and hearing students. Table 23 shows the number of persons who were administered the instrument. The purpose on this occasion was to test the replicability of the first year's findings and to evaluate the stability of ADI performance for those respondents tested in both years.

The sizes of groups tested in 1977 differ from those tested in 1976 for several reasons. One school for the deaf reorganized its high school program, extending it from 4 to 5 years with a 1-year moratorium on new admissions to BOCES. This reduced both the total number of mainstreamed deaf students and the number of occupational education instructors teaching the deaf in 1977-78. In 1977 the opportunity presented itself to test a larger number of teachers who were not currently engaged in teaching deaf students. And finally, adverse weather conditions prevented planned administration of the ADI to hearing students and school administrators at one of the occupational centers in time for inclusion in this report.

Also in the second year, a new section (an experimental version of a social distance scale) was appended to the ADI and administered to all respondents (see Appendix F).

The original ADI is composed of two separate subscales. The first 25 items (Scale I) were adapted from the Attitudes to Deafness Scale (Cowen et al., 1967), by permission of the principal author. Scale 1 leaves item content of the original instrument substantially intact. Item revision was limited to adjusting for reading skills expected of the hearing student group. The content of the items is dominated by stereotypic generalizations regarding both social skills and socially relevant manifestations of personality development and personal adjustment. The second subscale (Scale II) includes 11 items, similar in orientation to Scale I, but specifically focused on the occupational education environment and employment-related situations. The two subscales are scored separately in accordance with the procedure described above, yielding a separate score for each scale. The social distance scale appended to the ADI in 1977 includes 24 items describing social interactions with deaf persons. The respondent was required to make a dichotomous judgment indicating whether he/she would feel more comfortable or more uncomfortable in the situation described. The 24 items actually comprise a pair of 12-item social distance scales on which items are ordered hierarchially according to the level of social intimacy reflected in their content.

During 1977-78, the Knowledge of Deafness Test (KDT) was readministered to 50% random samples (70 occupational educators and 41 deaf educators) of 1976 respondents who were available for testing in 1977. Table 24 provides the number by type of school personnel. The purpose of this follow-up was primarily to assess the stability over time of individual and group performances. The 1976 version contained 32 items. One item was dropped from the 1977 version because it was found in the analysis of 1976 item data to have a negative discrimination index.

The purpose of this instrument is not to assess the technical competence one would expect to find in the repertoire of the specialist in deaf education. It is designed, rather, to survey both the breadth and level of background data about deafness and deaf people that an interested observer might acquire (1) through experiential contact with the deaf, (2) through alertness to spontaneously encountered sources of information (e.g., public media), and (3) through professional association with specialists in the field. It is the kind of information readily available to specialists, but not the unique stock-in-trade of any particular specialty within deaf education. Interest

In the extent of such knowledge among occupational educators responsible for mainstreaming deaf students was prompted by two assumptions:

(1) That such knowledge contributes, at least partially, to a sense of unity and to community of purpose among those engaged in providing educational services to the deaf;

(2) And that such knowledge provides a useful basis for appreciating learning difficulties experienced by the deaf, for understanding behavioral concomitants of deafness, and for alleviating apprehensions that might otherwise accompany contacts with deaf persons.

In order to establish the content validity of the KDT as a measure of general background knowledge, it was submitted for review to staff members[8] of the Office of Professional Development, National Technical Institute for the Deaf (NTID), at the Rochester Institute of Technology, Rochester, New York.[9] They are responsible for providing a general orientation to deafness for new staff members who have no previous professional training or experience in deaf education. The test administered in this study was a version of the KDT revised according to recommendations of the NTID new staff trainers.

Third Year Data Collection

For similar reasons an instrument entitled the Personal Contact Scale (see Appendix F) was developed and utilized during the study's third year. The number of subjects who completed the scale, by sites, is presented in Table 25.

[8] Mr. Joseph Avery, Mr. Paul Menkiss, Dr. Kenneth Nash, and Ms. Kathy Warren, whose assistance in this regard is greatly appreciated.

[9] The National Technical Institute for the Deaf is one of two institutions of higher education in the U.S. devoted exclusively to the college education of the deaf and to related research. It is supported by Congressional appropriation and is operated under the auspices of the Rochester Institute of Technology under contract to the federal government.

Table 20

The Attributes of Deafness Inventory Administered to School Personnel and Students During 1976-1977

School	Admin/ Supv	Pupil Personnel	Classroom Teachers	Matched Hearing Students	Total
Nassau BOCES	12	9	16	9	46
So. Westchester BOCES	4	2	28	10	44
Oneida-Herkimer-Madison BOCES	4	2	16	19	41
Monroe BOCES	4	4	40	18	66
Total	24	17	100	56	197

Table 21

The Knowledge of Deafness Test Administered to School Personnel During 1976-77

School	Administrator/ Supervisor	Pupil Personnel	Classroom Teachers	Total
Mill Neck Manor	3	6	13	22
NYSD (White Plains)	6	6	15	27
NYSSD (Rome)	4	1	8	13
RSD (Rochester)	5	13	18	36
Nassau BOCES	12	9	17	38
So. Westchester BOCES	4	2	27	33
Oneida-Herkimer-Madison BOCES	4	3	16	23
Monroe BOCES	4	4	41	49
Total	42	44	155	241

Table 22

The Attributes of Deafness Inventory (ADI) and the Knowledge of Deafness Test (KDT) Administered to School Personnel and Matched Hearing Students During 1976-77

	Administrator/ Supervisor		Pupil Personnel		Classroom Teacher		Matched Hearing Ss		Subtotal		Grand Total
School	ADI	KDT	ADI	KDT	ADI	KDT	ADI	KDT	ADI	KDT	
Mill Neck Manor	--	3	--	6	--	13	--	--	--	22	22
NYSD (White Plains)	--	6	--	6	--	15	--	--	--	27	27
NYSSD (Rome)	--	4	--	1	--	8	--	--	--	13	13
RSD (Rochester)	--	5	--	13	--	18	--	--	--	36	36
Nassau BOCES	12	12	9	9	16	17	9	--	46	38	84
So. Westchester BOCES	4	4	2	2	28	27	10	--	44	33	77
Oneida-Herkimer-Madison BOCES	4	4	2	3	16	16	19	--	41	23	64
Monroe BOCES	4	4	4	4	40	41	18	--	66	49	115
Total	24	42	17	44	100	155	56	--	197	241	438

Table 23

The Attributes of Deafness Inventory Administered to School Personnel and Students During 1977-78

School	Administrator/ Supervisor	Pupil Personnel	Classroom Teachers	Matched Hearing Ss	Total
Nassau BOCES	9	10	43	15	77
So. Westchester BOCES	--	1	26	--	27
Oneida-Herkimer-Madison BOCES	[illegible]	4	34	9	48
Monroe BOCES	3	3	38	10	54
Total	13	18	141	34	206

Table 24

The Knowledge of Deafness Test Administered to School Personnel During 1977-78

School	Administrators/ Supervisor	Pupil Personnel	Classroom Teachers	Total
Mill Neck Manor	--	1	1	2
NYSD (White Plains)	2	2	7	11
NYSSD (Rome)	3	--	6	9
RSD (Rochester)	2	7	10	19
Nassau BOCES	7	5	10	22
So. Westchester BOCES	--	1	14	15
Oneida-Herkimer-Madison BOCES	1	2	8	11
Monroe BOCES	2	2	18	22
Total	17	20	74	111

Table 25

Number of Subjects Receiving the Personal Contact Scale During the 1977-78 and 1978-79 School Year

Site	1977-78					1978-79				Total
	Student	Adm/Supv	PPS	Inst	Subtotal	Adm/Supv	PPS	Inst	Subtotal	
Nassau BOCES	15	9	9	45	78	10	9	43	62	140
So. Westchester BOCES	12	-	1	26	39	2	3	22	27	66
Oneida-Herkimer-Madison BOCES	9	1	4	35	49	1	2	36	39	88
Monroe BOCES	11	3	3	38	55	2	1	35	38	93
Madison-Oneida BOCES	--	-	-	--	--	2	3	25	30	30
Total	47	13	17	144	221	17	18	161	196	417?

VII. OBJECTIVE 7 - SOCIAL INTERACTION AND FRIENDSHIP PATTERNS

Instrumentation

Peer Rating Scale
Classroom Observation
Structured Interviews

Procedure

The purpose of this objective was to describe and document both the social conditions under which deaf students were mainstreamed, and the effects of mainstreaming on deaf students in terms of social-personal changes and outcomes. In relation to the conditions of mainstreaming, it was of interest to examine (1) the nature of the social climate (i.e., peer attitudes and acceptance) experienced by the mainstreamed deaf students; and (2) the types of social interactions which occurred between deaf and hearing peers in the integrated classrooms. Classroom social climate was assessed with a sociometric questionnaire. Peer's perceptions of the mainstreamed deaf students were profiled on 4 behavioral dimensions including: disruptive and attention-seeking; motivation and maturity; social ability; and considerateness. Observational methodology was employed to examine classroom social interactions. Interactions between deaf and hearing students were coded with respect to the kind of interaction engaged in, means of communication employed, and the participants role in the interaction.

First Year Data Collection

Observations, sociometric testing, and interviews were conducted during the first year of the investigation (see Appendix G).

Classroom teachers, pupil personnel workers, and parents of deaf students participated in interviews. In addition, sociometric questionnaires were administered to selected classes. Table 26 shows the number of classroom observations and interviews conducted and sociometric questionnaires administered during 1976-77.

The purpose of the observations of deaf students was to describe the social interaction and friendship patterns between deaf students and their hearing classmates. Observations were done during classtime, during "breaks" the class had, before the class began and during clean-up time after "formal" instruction ended, and in the halls as students went to and from class. The following are the observations done in the first year, they are listed by location of observation and by course.

School	Location	Class	Number of Observations
Nassau	Hall		4
	Classroom	Autobody	2
	Classroom	Keypunch	2
	Classroom	Child Care	2
Westchester	Classroom & Hall	After class	3
	Bus and Hall	Before class	2
	Classroom	Data Processing	2
	Classroom/Fld Trip	Aviation Mechanics	2
	Classroom	Office Skills	4
Oneida	Classroom & Hall	After class	1
	Hall & Classroom	Before class	2
	Classroom	Carpentry	2
	Classroom	Machine Tool	2
	Classroom	Small Engines	2
	Classroom	Autobody	2
Monroe	?	Break	1
	Hall & Classroom	Before class	2
	Classroom & Hall & Lunchroom	After class	2
	Classroom	Keypunch	2
	Classroom	Food Service	2

Deaf student enrollment in the classes observed ranged from 1 to 3. In cases where more than 1 deaf student was in the room, the observer focused on each in turn for approximately 3-minute periods before and after class sessions. If time allowed, the observations were repeated in the same order. During class, each deaf student was observed for a 5-minute period.

Observational periods ranged in length from several minutes (usually hall observations) to 1 1/2 hours. Of the total 26 hours spent in the classrooms, about 13 hours were spent observing deaf and hearing student interactions.

One-third of the teachers from the schools for the deaf who had target population students in their classes were randomly selected and interviewed. Also, one-third of the parents of target population students were randomly selected. (For the parents of the seniors, the same parents who were randomly selected for Objective 10 were also interviewed for this objective.) When it was discovered that teachers at schools for the deaf had little or no knowledge of the peer interaction of the deaf students with BOCES students, additional interviews were conducted with dormitory counselors in 3 schools for the deaf.

Data from the first year of the project seems to provide evidence to show that most of the friendships formed by deaf students in their occupational education experience are of an "in-school" variety. Few friendships developed in the BOCES environment that were maintained in any continuing way outside the school. Those that were identified seemed casual and contacts in the home or community were quite limited. Very few, if any, "close friendships" outside the school environment were identified. It seems appropriate, therefore, to assume that any friendships formed originated in the classroom and that these friendships and their social implications are relatively restricted to the contacts that are made between deaf and hearing students in the school (or classroom) environment. Further, it seems that any social gains or benefits accruing the deaf pupils are the result of classroom contacts with hearing peers and teachers. Since first year data suggests that work initiated interactions exceed social initiated interactions, it seems appropriate to focus primarily on the interactions between deaf and hearing in their work environment - the classroom.

Second Year Data Collection

During the first year of the investigation efforts were focused on developing observational and sociometric measures and implementing the first round of teacher, parents, and student interviews. The second year of the investigation was expanded to include administration of the fully developed observational and sociometric measures as well as a second round of parent interviews (instruments in Appendix G).

Classroom social interactions were the focus of observation. First year data indicated that most of the social exchanges between deaf and hearing students occurred in the classroom as opposed to other school settings. A random sample of 32 junior and senior level classrooms were observed over the course of the school year, 16 during the fall semester and 16 during the spring semester (see Table 27). Four classrooms from each Occupational Education Center were observed within each semester. The sample of classrooms was restricted to those containing mainstreamed deaf students and observations were limited to interactions involving deaf pupils. Due to the small number of mainstreamed students at the four research sites, deaf pupils were observed simultaneously in each classroom.

Observations were conducted by one of three trained observers during 1-hour intervals in each classroom. To conduct the observations, observers first coded the identity (i.e., deaf or hearing) and sex of each participant as well as their role in the interaction. Next, the mode of communication employed by each participant was recorded. After these steps were completed, the interaction was classified as either social-or work-related. Prior to data collection, the observers introduced themselves to each classroom and explained the purpose of their presence. Observations were then conducted in an unobtrusive manner.

The Peer Rating Scale (PRS), developed by Rubenstein, Fisher, and Iker (1975), was used to profile peer's perceptions of the mainstreamed deaf students. The scale, consisting of 37 items, was adapted for use with high school students during pilot research. Each scale item described a particular student characteristic or behavior (e.g., Someone who fights a lot; Someone who likes to have fun), and corresponded to one of four behavioral dimensions or factors, including: disruptive and attention-seeking; motivation and maturity; social ability; and considerateness.

The original scale was developed for use with children at risk to psychiatric disorders. These children were viewed in normal classroom settings. Rather than impose behavioral constructs on the classroom, they determined that school behavior could be judged more appropriately from the classroom student's perspective. The basic approach of this model was employed in the development of this scale.

The initial step in constructing the scale utilized discussion groups. These groups were made up of 11th and 12th grade male and female students. The students volunteered to participate in group discussions concentrating on important characteristics of human relationships and other general concerns of high school juniors and seniors. The average group size was 8 students.

All group discussions were taped. The tapes were translated into 80 one sentence descriptions describing the high school student relationships or behaviors using verbatim reports whenever possible or verbatim reports with slight modification. These 80 descriptions were further refined in a 68 item scale. Some descriptions were deleted because they were redundant or because it was felt they could be misinterpreted by some members of the target population.

The 68 item scale was then administered to 203 junior and senior students in the Webster Central School District. Data from this administration was submitted to an item factor analysis. Analysis was initially performed on the total group, and then broken down by sex.

All three divisions yielded a stable four factor structure accounting for an average of 60% of the total variance. Factors are characterized by the following generic behavioral descriptions: (1) Disruptive and Attention-Seeking Behavior; (2) Motivation and Maturity; (3) Social Ability; and (4) Considerateness Behavior. The 68 item scale was reduced to 37 items by selecting items with the highest weighting. This would permit easier administration and holds intact the four factor structure and a greater proportion of the variance.

The underlying assumptions of the scale are as follows: (1) the classroom meets regularly; (2) the classroom population has remained stable for a minimum of several weeks; (3) the classroom is larger than 8 students; and (4) the majority of students are juniors and seniors.

The scale was group administered. Materials used for administration consisted of a copy of the scale for each member of the class and a list containing the names of all students who regularly participate in the class activities. The Sociometric Questionnaire consists of 4 factors which are described in the following:

Factor 1 - Disruptive and Attention Seeking Behavior

2.	A person who is a troublemaker	.92
10.	Someone who doesn't care what people think	.82
11.	A person who fools around in class	.86
16.	Someone who fights a lot	.82
18.	A person who is mean to other people	.88
22.	A person who interrupts the class	.92
27.	A person who laughs at others	.90
29.	A person who wants attention	.94

30. A person who makes fun of other people	.91
32. A person who criticizes other people a lot	.88
34. Someone who pushes other people around	.80
Factor 2 - Motivation and Maturity	
1. Someone who is sure of him/herself	.76
5. A person who studies all the time and does nothing else	.65
7. A person who follows the rules	.63
12. A person who is responsible	.77
14. A person who is smart	.84
19. A person who is honest	.65
23. A person who gets along well with teachers	.68
26. A person who tells the truth	.72
28. A person who is respected	.72
31. A person who finishes his/her work	.83
Factor 3 - Good Self Image and Socially Able	
3. A person who is satisfied with him/herself	.63
4. Someone who likes to have fun	.82
6. Someone who gets along well with anyone	.76
8. Someone who can make people laugh	.85
9. A person who is not shy	.66
13. A person who is popular	.83
15. A person who is a leader	.77
21. Someone who has a good personality	.73
36. A person who is open	.62
37. A person who jokes around	.75
Factor 4 - Considerate Behavior	
17. A person who cares about other people	.77
20. A person who gossips	.61

24.	A person who tries to get to know new people	.54
25.	A person who is understanding	.66
33.	A person who has concern for other people's feelings	.74
35.	A person who smiles	.66

The Sociometric Questionnaire was group administered to a random sample of 24 occupational education classrooms (6 from each research site) in which deaf students had been mainstreamed (see Table 27). The measure was administered in the spring of the school year to insure sufficient time for classmates to become acquainted. Each class member received a copy of the scale and a class roster containing the names of students who regularly participated in class activities. Students were instructed to complete the scale as follows:

> You are all going to receive a list of descriptions. I would like you to think only about people in this class who you think might be the most like the descriptions. You are to select one student for each description, but you may use the same name for several descriptions. You cannot use your own name or the classroom teacher. All answers will be kept secret. A class list will be passed out with the descriptions to help you remember the names of everyone in the class. If you feel nobody fits the description, you may leave it blank but try your best to complete all descriptions. Do you have any questions?

Students were permitted to nominate absent classmates and base their judgments on both in- and out-of-class peer behavior. No one was allowed to nominate students who were not regular class members.

Interviews investigating social factors were conducted with a second sample of 23 parents during the spring semester (see Table 27). As mentioned, interviews with instructors were omitted because first year data revealed that most teachers were unable to provide specific information about student's social relationships.

Third Year Data Collection

The schedule and procedures utilized to administer the observational, sociometric, and interview measures during the second year of data collection were replicated during the final year of the study. However, parent interviews were discontinued during this year. The breakdown of the administration of these measures by sites is presented in Table 28.

Table 26

Classroom Observations, Interviews with School Personnel and Parents, and Sociometric Questionnaires Administered During 1976-77

School	Number of Observations		Interviews			Sociometric Questionnaire (Classes)	Total
	Classroom	Other	Teacher	PPS	Parents		
Mill Neck Manor	-	-	1	-	5	-	6
NYSD (White Plains)	-	-	6	2	5	-	13
NYSSD (Rome)	-	-	2	2	9	-	13
RSD (Rochester)	-	-	4	2	7	-	13
Nassau BOCES	6	4	4	-	-	3	17
So. Westchester BOCES	7	6	3	-	-	3	19
Oneida-Herkimer-Madison BOCES	8	3	4	-	-	3	18
Monroe BOCES	4	5	3	-	-	3	15
Total	25	18*	27	6	26	12	114

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[*] Includes observation in the hall, on the bus, on field trip, and in the lunchroom

Table 27

Classroom Observations and Interviews Conducted and Sociometric Questionnaire Administered During 1977-78

School	Classroom Observations	Parent Interviews	Sociometric Quest. No. of Classes	Sociometric Quest. No. of Students	Total
Mill Neck Manor	-	9	-		9
NYSD (White Plains)	-	5	-		5
NYSSD (Rome)	-	4	-		4
RSD (Rochester)	-	5	-		5
Nassau BOCES	8	-	6	10	24
So. Westchester BOCES	8	-	6	11	25
Oneida-Herkimer-Madison BOCES	8	-	6	8	22
Monroe BOCES	8	-	6	9	23
Total	32	23	24	38	117

Table 28

Classroom Observations and Sociometric Questionnaire Administered During 1978-79

School	Classroom Observations	Sociometric Questionnaire # Administered	# Used
Nassau BOCES	3	6	4
So. Westchester BOCES	3	5	4
Madison BOCES	3	4	4
Monroe BOCES	3	5	4
Total	12	20	16

VIII. OBJECTIVE 8 - PLACEMENT PRACTICES

Instrumentation

Structured Interview
Questionnaire

Procedure

The purpose of this objective was (1) to explore the procedures or practices that were used in placing deaf students in jobs or in higher education, (2) to identify the problems that were encountered in accomplishing the placements, and (3) to explore the relationship between the student's program in BOCES with the job he had (or might be seeking) or the type of training he was pursuing in higher education.

Preliminary identification of the school personnel involving the placements was carried out during the fall visits of 1976. Actual interviews with these personnel were conducted during the spring visits of 1977. Table 29 shows the number of persons interviewed and the classification by location and by personnel type.

Interview schedule and protocols were developed for pupil personnel workers, and instructors (see Appendix H). In two cases, administrators indicated familiarity with placement practices and were interviewed with the forms devised for pupil personnel workers.

Supplementing interviews was a form entitled "Status of 1977 Graduates Who Attended BOCES" which was sent in late May, to key persons who were in the best position to be informed and knowledgeable about the graduates. It was requested that the form be completed and returned prior to the close of the 1976-77 school year. Only completed forms were analyzed. Results indicated that little definitive information could be abstracted with this method of data collection. Consequently, direct individual interviews were substituted in further efforts. Further details concerning the followup study of graduates is reported in Objective 9.

Table 29

Interviews Conducted with School Personnel Concerning Procedures for Job and Higher Education Placement During 1976-77

School	Admin/ Supervisor	Pupil Personnel	Classroom Teacher	OVR Counselor	Total
Mill Neck Manor	-	-	-	-	0
NYSD (White Plains)	1	1	-	-	2
NYSSD (Rome)	-	-	-	1	1
RSD (Rochester)	1	1	-	-	2
Nassau BOCES	-	2	-	-	2
So. Westchester BOCES	-	1	1	-	2
Oneida-Herkimer-Madison BOCES	-	1	-	-	1
Monroe BOCES	-	1	1	-	2
Total	2	7	2	1	12

IX. OBJECTIVE 9 - FOLLOWUP OF PROGRAM GRADUATES

Instrumentation

Structured Interviews
Student Information Sheet

Procedure

Work on this objective investigated the work performance of deaf students and employer attitudes at the onset of job placement and at intervals thereafter.

In Spring 1977, a total of 36 deaf students from the four schools for the deaf (Mill Neck, New York School for the Deaf, New York State School for the Deaf, and Rochester School for the Deaf) were identified as the students who were expected to be graduated from high school after they completed their BOCES programs. Among the 36 students, 3 attended Mill Neck and Nassau County BOCES, 7 attended NYSD and Westchester BOCES, 13 attended NYSSD and the BOCES of Oneida-Madison-Herkimer Counties #1, and 13 attended RSD and Monroe County BOCES #1 (see Table 30). Of the 36 students, 64% of them were female and 36% male.

As to the years that these students spent in BOCES for training, more than half of them (58%) were in BOCES for two years, and slightly more than one-third (36%) were in for one year only. A very small percentage of them (6%) were in BOCES for three years. These two students were all Mill Neck students who attended the Multioccupational Exploration Program for one year and two years in regular programs.

These 36 students were enrolled in 15 different courses. There were more students enrolled in Food Services (19%) and Keypunch (17%) as compared to the number of students enrolled in other courses. There were 11% of students each enrolled in the following three courses: Data Processing, Autobody Repair, and Home and Commercial Services. In the remaining courses there were very few enrolled (only one or two students).

During the spring semester, these 36 students were gathered in a group according to their time available and were informed of the purpose of the followup study. They were told that they would be followed up for the next two years after their graduation and that they would be contacted and interviewed each year to obtain information about their experiences on the job and/or about their experiences in their courses of studies depending upon what they would be doing. A Student Information Sheet for Plans After Graduation was given to each student (see Appendix I) in spring 1977, who was asked to fill out the form which requested the information about his plans after graduation, about his and his parents' addresses and telephone numbers, about his BOCES course and about his total years in BOCES.

Of the 36 students in the followup study who were expected to graduate from high school and BOCES programs in June 1977, 34 of them were graduated as expected, but 2 of them (from Rochester School for the Deaf) were not, and were still enrolled in the BOCES programs in 1977-78.

The first contact to followup these graduates began in October 1977. At that time a packet containing a letter, an Information Sheet for Followup on BOCES, and a Change of Address and Employer Card (see Appendix I) was sent to each student to request him to provide up-to-date information about his status of employment or higher education. Subsequent to that followup, letters and cards were sent out each month to those who had not returned their forms. From October 1977 to January 1978 a total of 5 attempts were made to contact those who had not returned the requested information cards.

In late January and in February, telephone calls were made to contact those few students who still had not returned up to that time. By the end of February 1978, all but one (98%) of the students had returned their student information sheets.

In order to make a comparison between the deaf graduates and their hearing counterparts concerning their jobs and/or their further education, a matched hearing student in the same class of the deaf graduate was selected based upon the same sex, grade level, and course of study. In some classes, there was no single hearing student who would match the deaf graduate on all three variables just mentioned previously. In such a situation, then, no matched hearing student was selected from that class.

A total of 34 matched hearing graduates from four BOCES were selected (see Table 30). They were gathered in the spring of 1977 in a small group according to their time available and were informed about the purpose of the followup study. They were asked to fill out the Student Information Sheet for Plans After Graduation. All procedures used with matched hearing graduates were the same as those used with deaf graduates. A packet containing a letter a copy of Information Sheet for Followup on BOCES, and a Change of Address and/or Job or College (same as for deaf graduates) was sent to each matched hearing graduate in October 1977. Subsequent to this two more followup letters were sent out to those who had not returned their information sheets (one in late November 1977 and the other in late January 1978).

By the end of February 1978, 50% of the matched hearing graduates returned their followup information sheets. All matched hearing graduates from Nassau County BOCES returned their forms, but to the contrary, no one from Westchester County BOCES returned their forms.

In the spring of 1978, a total of 36 deaf students and a total of 33 matched hearing students who were to graduate in June 1978 were contacted individually to fill out a Plans After Graduation Form. The first followup letter was sent to the selected graduates in July 1978.

The followup interviews with 1977 graduates started in the late fall of 1977 in the Rochester area. Interviews with other graduates in the other three locations were conducted in the spring of 1978. Interviews with employers or advisors of 1977 graduates from Rochester School for the Deaf (RSD) were started in the late fall of 1977. Interviews with employers and advisors of graduates from other locations were conducted in the spring of 1978. Table 31 shows the interviews conducted with 1977 graduates, and their employers or advisors during the 1977-78 school year. See Appendix I for interview protocols.

Letters were sent out and/or telephone calls were made to set appointments for interviews. Interviews were carried out at the employer's or advisor's placement locations or at graduates homes, if they were not employed. Interview schedules and protocols for employers attitudes, for advisor attitude, and for followup of graduates of the school for the deaf who attended BOCES were developed respectively and used with respective groups.

The procedure and methods used to follow both 1977 and 1978 graduates during the 1978-79 school year were essentially the same. The number of followup interviews conducted during this time interval are presented in Table 32.

Table 30

Student Information Sheet for Plans after Graduation Administered During 1976-77

School	Senior Deaf Students	Senior Hearing Matched Sample	Total
Mill Neck Manor	3	-	3
NYSD (White Plains)	7	-	7
NYSSD (Rome)	13	-	13
RSD (Rochester)	13*	-	13
Nassau BOCES	-	3	3
So. Westchester BOCES	-	8	8
Oneida-Herkimer-Madison BOCES	-	12	12
Monroe BOCES	-	11	11
Total	36	34	70

* Includes 2 students who did not graduate in the spring of 1977

Table 31

Plans After Graduation Administered, Follow-up Interview with 1977 Graduates and their Employers or Advisors During the 1977-78 School Year

	Plans After Graduation					
hool	Sr Deaf Student	Sr Hearing Matched Sample	Follow-up Interviews with 1977 Graduates	Interview with Employer of 1977 Graduates	Interview with Advisor of 1977 Graduates	Total
ll Neck Manor	12	--	3	2	1	18
SD (White Plains)	8	--	3	--	4	15
SSD (Rome)	10	--	13	3	3	29
D (Rochester)	6	--	9	6	5	26
ssau BOCES	--	9	--	--	--	9
. Westchester BOCES	--	7	--	--	--	7
eida-Herkimer-Madison BOCES	--	8	--	--	--	8
nroe BOCES	--	9	--	--	--	9
Total	36	33	28	11	13	121

Table 32

Number of Followup Interviews Conducted with 1977 and 1978 Graduates, Employers, and Advisors During the 1978-1979 School Year

School	Follow-up Interviews		Students Returning to BOCES	Other*
	1977 Class	1978 Class		
Mill Neck Manor	3	12	2	3
NYSD (White Plains)	7	8	6	2
NYSSD (Rome)	13	10	0	4
RSD (Rochester)	13	5	1	0
Total	36	35	9	9

Personnel	Number of Interviews
Employers	19
Employees	23
Advisors	15
Advisees	10
Followup at Home	11
Total	78

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* Other - includes students working in family business, those that never responded to any information other than information sheet, those wishing to be dropped or whose parents requested they be left alone, and those unable to be located.

X. OBJECTIVE 10 - REACTIONS, OPINIONS, EXPERIENCES AT BOCES

Instrumentation

Structured Interviews
Parent Questionnaire

Procedure

The final objective was an attempt to document the reactions, opinions, and experiences of deaf students and their parents regarding participation in the cooperative occupational education program.

First Year Data Collection

Interviews with senior deaf students, a matched sample of hearing seniors, and a random sample of parents of senior deaf students were conducted. In addition, a parent questionnaire was distributed.

The purposes of interviews with senior deaf students and the matched hearing sample was to (1) seek student's reactions, opinions, and experiences regarding their experiences at BOCES; (2) obtain information concerning student's plans after high school; and (3) assess students perceptions of the adequacy of the training received at BOCES.

The parent interviews served a similar purpose probing reactions, opinions, and experiences regarding the participation of their son or daughter in the BOCES program. Table 33 shows numbers of senior deaf students, senior matched hearing sample students, and the one-third random sample of parents of senior deaf students interviewed during the 1976-77 school year.

Parent Questionnaire. The Questionnaire for Parents was designed to elicit the attitudes and experiences of parents around their son or daughter's attending the BOCES Occupational Education Center. Space was provided for each parent to answer separately. As part of the Questionnaire, information was also sought regarding the occupations of the parents and their level of education. (See Appendix J.)

In October 1976, the Questionnaire for Parents was distributed by the schools for the deaf to the parents of 92 students attending BOCES. Parents mailed the completed Questionnaires directly to the University of Rochester. In December and January reminders and new copies of the Questionnaire were mailed directly to parents. No attempt was made to have parents of students enrolling later in the year fill out the Questionnaire.

Of the 92 families receiving the Questionnaire, 83 (90%) returned them. Most of the Questionnaires had been filled out -- all or in part -- by two parents; 64 were filled in by both parents, 17 by the mother only, and 2 by the father only. In a few cases, students were living with grandparents or guardians. The responses of these persons have been tabulated as those of the mother and/or father and no distinction has been made in the data.

Sophomores enrolled in Multi-Occupational Program. Responses were obtained from both parents in 8 families and 1 additional mother a sophomore student from Mill Neck. The Questionnaire for Parents was sent to parents of sophomores because these students were to become part of the target population in fall 1977.

Students Who Withdrew from BOCES. A total of 7 deaf students withdrew from their BOCES programs and were interviewed. Basically, the interview questions were similar to the ones used with students who completed their programs at BOCES. The questions focused on the deaf respondents satisfaction and dissatisfaction with BOCES, the learning experiences and the interaction experiences with the hearing. The only student dropouts were from NYSD and RSD. The following were some courses the students withdrew from: Commercial Art, Woodworking, Keypunch, Autobody and Food Services. All but 1 of the students was a junior in his/her home school; there was 1 male 10th-grader, a student in Commercial Art, who participated in BOCES.

The instruments used in collecting data for this objective during the 1976-77 school year are contained in Appendix J.

Second Year Data Collection

During the second year of the investigation, deaf students graduating in 1978 and their matched hearing counterparts were interviewed with a similar interview schedule and protocol to obtain their reactions, opinions, and experience regarding BOCES participation. Table 34 displays the numbers of interviews with these students and parents as well as numbers of parents questionnaires and numbers of exit interviews which were carried out during the 1977-78 school year (instrumentation presented in Appendix J).

Third Year Data Collection

Similarly, data collection during the study's third year included these same three sources of information (see Appendix J for instruments). However, a matched hearing sample was not employed. The number of contacts per site for each measure is shown in Table 35. In addition, all students who withdrew from the program were also interviewed during this time interval (see Table 35).

Table 33

Number of Parent Questionnaires Completed and Number of Interviews Conducted with Senior Students and a Random Sample of Parents on Reactions and Experience Regarding BOCES Program During the 1976-77 School Year

	Interviews			Parent Questionnaires			
School	Sr. Deaf Students	Sr. Hearing Matched Sample	Parents Random Sample	Target	Sophomore	Exit Interviews	Total
Mill Neck Manor	3	--	1	12	9	--	25
NYSD (White Plains)	8	--	3	13	--	2	26
NYSSD (Rome)	13	--	4	21	--	--	38
RSD (Rochester)	13	--	4	24	--	8	49
Nassau BOCES	--	2	--	--	--	--	2
So. Westchester BOCES	--	7	--	--	--	--	7
Oneida-Herkimer-Madison BOCES	--	11	--	--	--	--	11
Monroe BOCES	--	11	--	--	--	--	11
Total	37	31	12	70	9	10	169

Table 34

Number of Parent Questionnaires Completed and Number of Interviews Conducted with Senior Students and a Random Sample of Parents on Reactions and Experience Regarding BOCES Program During 1977-78 School Year

School	Interviews			Parent Questionnaires		Exit Interviews	Total
	Sr. Deaf Students	Sr. Hearing Matched Sample	Parents Random Sample	Target	Sophomore		
Mill Neck Manor	12	--	4	16	11	4	47
NYSD (White Plains)	8	--	3	11	--	9	31
NYSSD (Rome)	10	--	3	9	--	3	25
RSD (Rochester)	6	--	3	15	--	8	32
Nassau BOCES	--	9	--	--	--	--	9
So. Westchester BOCES	--	7	--	--	--	--	7
Oneida-Herkimer-Madison BOCES	--	8	--	--	--	--	8
Monroe BOCES	--	9	--	--	--	--	9
Total	36	33	13	51	11	24	168

Table 35

Number of Parent Questionnaires Completed and Number of Interviews with Senior Students and a Random Sample of Parents on Reactions and Experiences Regarding the BOCES Program During the 1978-79 School Year

School	Sr. Deaf Students	Parents Random Sample	Parent Questionnaire	Exit Interviews	Total
Mill Neck Manor	20	12*	7	2	41
NYSD (White Plains)	13	11	3	3	30
NYSSD (Rome)	9	5	1	1	16
RSD (Rochester)	12	8	3	2	25
Total	54	36	14	8	112

*6 students left for jobs the week before data collection and were unable to be interviewed

APPENDIX A

Instrumentation for Objective 1

A-1 Interview Protocol and Schedule for Administrative and Supervisory Personnel

A-2 Interview Protocol and Schedule for Pupil Personnel Services

A-3 Interview Protocol and Schedule for Students (1976-77 and 1977-78)

A-4 Interview Protocol and Schedule for Parents (1976-77 and 1977-78)

A-5 Interview Protocol and Schedule for Instructors

A-6 Interview Protocol and Schedule for New York State Education Department

EC 123444

A1

INTERVIEW PROTOCOL
FOR
ADMINISTRATIVE AND SUPERVISORY PERSONNEL

(Objective #1)

The interview examines four major areas of information: (1) philosophical iews of education in general and occupational and deaf education in particular, 2) the educational advantages, disadvantages and constraints of utilizing BOCES ccupational Education Center Programs for deaf students, (3) beliefs regarding he process of career maturation and career decision, and (4) the development f a career education program. Information gathered will be used to expand on ritten information furnished by the schools and to identify philosophical and rogrammatic consistencies and inconsistencies. Most of the questions are open-nded in order to provide the widest possible range of response. Elaboration nd clarification of ideas presented will be very important through the interview.

QUESTION 1

The first set of questions is designed to elicit the beliefs and views of dministrative/supervisory personnel with particular reference to education in eneral and to occupational education. You should be alert throughout the eries of questions to similarities and differences as these are expressed. In ome instances you may wish to use direct questioning or clarification leads to rovide specificity. Verification leads can be used where you want to test or heck on the accuracy or consistency of beliefs or to isolate differences or istortions.

Read or paraphrase the introduction to Question 1.

Question 1a. This question focuses entirely on their views concerning the eneral purposes of education. Follow the ideas presented as carefully as pos-ible. Use reflection to isolate ideas you would like to have elaborated and larification to seek details which may not be expressed clearly or succinctly.

Question 1b. This question seeks to identify in what ways the interviewee elieves the goals and purposes of education for all students are different rom the goals and purposes of education for deaf students. If the interviewee ffers a "Yes" response or in any way suggests differences, pursue the belief(s) ntil they can be described on the Interview Schedule being sure to note any ifferences or additions clearly.

Question 1c. This question focuses on the philosophical aspects of the oals and purposes of occupational education. The question, therefore, pro-ides for more specificity in the beliefs or views of the interviewee. In ddition to any general beliefs or ideas that are identified, there are three ther areas about which you may need to seek specific information. You should elp the interviewees to be as explicit as possible in identifying their beliefs oncerning the objectives of occupational education, being alert specifically r information relative to (1) their general view of occupational education,) attitudes and feelings concerning the development of specific skills for ecific jobs; exploration of jobs or job clusters in an occupational field ere jobs can be obtained; development of work attitudes and values, (3) the vel of job skills to be developed in an occupational training program,) the limits to be considered in determining what programs should be offered, w many programs can be offered and the relationship of the occupational train- g programs to employment opportunities locally and nationally.

Questions 1d and 1e. These questions focus on the similarities (1d) and fferences (1e) between occupational education and traditional academic pro- ams. Academically oriented programs refer to those programs that tradition- ly offer science, language (including English), mathematics and social studies. ch programs are usually geared to preparing students for college entrance. u should use direct questioning, probing or verifying leads to isolate simi- rities and differences. Follow the interviewee sufficiently closely to obtain much specificity as you need to provide responses that fully describe or tail each goal that has been identified.

If differences between the goals and purposes of occupational education and aditional academic programs are stated as part of 1d, question 1e can be re- rded as follows: "Are there any other differences between the goals and rposes of occupational education and those of traditional academic programs?"

Question 1f. This question should not be used with administrators at ssau County BOCES or at Mill Neck Manor Lutheran School for the Deaf. This estion allows for the further elaboration of any differences that R's may lieve to exist between the objectives of vocational courses offered at the CES Occupational Education Center and the objectives of those offered at the operating school for the deaf. It is possible that administrators at either stitution may not be sufficiently familiar with the goals or purposes of cational training at the other institution to respond. Such uncertainties ould be documented on the Interview Schedule. Be sure to list all the occu- tional education programs offered at the cooperating School for the Deaf in e space provided in the Interview Schedule.

QUESTION 2

The second set of questions focuses primarily on the advantages and dis- vantages of occupational education as it is offered in the BOCES Occupational ucation Center. While the first two questions are directed at the philo- phical advantages and disadvantages of the BOCES programs, the remaining estions seek specific information concerning constraints and other elements ich can provide practical or illustrative detail. Interviewers should use rect questioning or probing to obtain details which can be used to elaborate ilosophical views or beliefs.

Questions 2a and 2b. These questions deal with the advantages and disad- ntages of the BOCES programs for deaf students. The interviewer should keep mind responses to Question 1 using verification to check responses where stortion or inconsistency with the goals and objectives already stated may be ggested.

Question 2c. Items that are identified by R's as constraints in offering an occupational education program should be checked on the Interview Schedule. Other constraints identified or suggested that are not on the check list should be added. If the R's evidence some difficulty in responding, the interviewer can suggest one or two of the areas. Any responses that are NOT spontaneous should be marked with an asterisk (*).

Question 2d. This question is used only with administrative and supervisory personnel connected with the cooperating school for the deaf. The question is concerned with the reasons that have prompted the administrative personnel to participate in the cooperative education program. Since responses to this question may be related to responses identifying the major constraints of the cooperative occupational education model (Question 2c), the interviewer may wish to use probing or verifying leads in clarifying ambiguous comments or in establishing explicit reasons.

QUESTION 3

This series of questions has been designed to explore beliefs about the process of career maturation and the nature of choosing a career. In asking these questions, you should identify the major philosophical views/beliefs which seem to be particularly relevant to the occupational education model. It is extremely important to differentiate among perceptions concerning the process of career maturation, the nature of career decision making, and the role of career education. Insofar as possible, try to help the interviewee relate general philosophical views of the educative process to those associated with career development.

Question 3a. This question is directed at the process of career maturation and seeks information concerning how the R's view human growth toward career maturity. You should seek to help R's express their beliefs about how individuals grow toward career maturity keeping in mind the process of career evolution over the life span. Therefore, you may need to use direct questioning or probing to explore the dynamics of the process (e.g., stages, nature, parameters). Further, you may need to explore how the interviewee views the relationship of career maturation to the total educative process.

Question 3b. This question focuses solely on the identification of the R's perceptions of differences in the career maturation process between deaf and hearing students. You should keep in mind that you are trying to help them identify differences in the human elements of the career maturation process. Be as explicit as possible in reporting the differences described.

Question 3c. Question 3c focuses on career decision making and the act of career choice. It is quite possible that some R's may not be able to identify any significant factors. If this occurs, you may suggest one or two of the examples listed on the schedule. In pursuing responses, seek elaboration on the following areas:

(1) the degree of emphasis placed on the experiences of the individual student (very important, somewhat important, not important);

(2) beliefs/perceptions concerning the nature of choice. (Two distinct areas of response should be followed: (a) the nature of career choice - i.e., if one does, in fact, make a choice or whether one evolves a career over a period of time and, if so, whether one feels that career selection can encompass a series of different career choices; (b) the age span covered in their view of career choice - i.e., the age or ages that they believe career choice should occur. It is possible that some R's may believe career choice should occur at a specific time - e.g., high school graduation or at a specific age; age 18 or over a specified period of time; ages 18-30 or the life span. Interviewers should be sure to qualify all responses by indicating the minimum and maximum ages.)

(3) the relationship between the interviewee's beliefs/perceptions of career choice and the selection of an occupational education sequence as a high school sophomore/junior. Space is provided for recording information in each of these areas on the Interview Schedule.

QUESTION 4

This series of questions focuses on the application of beliefs regarding career maturation and decision making through the defelopment of educational experiences for students. Insofar as possible, general beliefs regarding the career maturation process should be related to the actual activities which are offered as a part of the school program.

Question 4a. Insofar as possible, the beliefs stated in Question 3 should be related to the responses provided in this question. If R indicates in any way, that the goals and objectives would be different for students of different ages or grade levels, check "Yes" for the concept of a developmental program. Interviewer should not suggest this concept.

Question 4b. The question requires the interviewer to check the appropriate grade level only.

Question 4c. If possible, interviewer should obtain and record why each type of activity is included, relating these responses to question 3c.

A1

INTERVIEW SCHEDULE

FOR

ADMINISTRATIVE AND SUPERVISORY PERSONNEL

(Objective #1)

terviewee:______________________________ Sex: Male__ Female__

ocation:______________________________ Date:__________________

itle or Position:__________________________

terviewer:______________________________

EGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I am interested in obtaining information concerning your beliefs about the purposes of education and the advantages and disadvantages of using the BOCES Center for the vocational education of deaf students. I'm also interested in exploring your beliefs concerning the process of career choice and the role of the school in career education and career development. Do you have any questions about our meeting before we begin?"

After answering any questions that are asked, proceed with the interview.

"In the first set of questions, we're interested in seeking your beliefs or views about the purposes or goals or education. We would like to have you explain, insofar as possible, certain elements of your philosophy of education. Let's begin with your ideas about education in general."

a. "What do you believe are the goals and purposes of education?"

b. "Are the goals and purposes of education for deaf students different from the goals and purposes of education for the hearing?"

YES __ NO __

If YES, "identify in what ways are they different?"

c. "What are the goals and purposes of occupational education?"

(1) General views:

(2) the nature of occupational education development vs. exploratory activities focused mainly on developing work attitudes and values, other priorities:

(3) the level of skills to be developed:

(4) the limits to be considered in determining what courses should be offered, how many, and the relationship of the program to local and national employment opportunities.

d. "How are the goals and purposes of occupational education similar to those of an academically oriented program?"

e. "How are the goals and purposes of occupational education different from those of an academically oriented program?"

f. "What differences exist, if any, between the objectives for the courses in the BOCES Occupational Education Center and those pre-vocational courses offered at ____________________?" (Refer to cooperating school for the deaf.)

(List any occupational education programs at School for the Deaf)

"In the second set of questions we're interested in your perceptions of the advantages and disadvantages of occupational education for deaf students as it is offered in the BOCES Occupational Education Center. We'll also be asking you about specific constraints of the program."

a. "What are the educational advantages of placing deaf students in occupational education programs at the BOCES Occupational Education Center?"

b. "What are the educational disadvantages of placing deaf students in occupational education programs at the BOCES Occupational Education Center?"

c. "What are the major constraints of the cooperative occupational education program?"

(1) busing

(2) money

(3) limited enrollment

(4) lack of support personnel for deaf students

(5) lack of commitment from faculty and staff at deaf school

(6) lack of commitment from faculty and staff at BOCES

(7) other

(8) other

d. "What are the main reasons you are using the BOCES occupational education program for your students?"

"This next set of questions has been designed to explore your beliefs about the process of career maturation and career choice."

a. "What do you believe about the process of career maturation?"

(1) Stages

(2) Nature

(3) Relationship to educative process

b. "Is the process of career maturation essentially the same for both deaf and hearing students?"

YES __ NO __

If NO, "in what respects is it different?"

c. "What factors are most important in influencing career decision?"

__self concept

__occupational information

__parental advice or pressure

__economic trends or conditions

__individual interests and/or abilities

__physiological characteristics

__other

__other

(1) the importance of the experiences of the individual student

__Very important __Somewhat important __Not important

(2) beliefs/perceptions concerning the nature of career choice or when a student should make a career choice

(3) the relationship between career choice perceptions/beliefs and the selection of an occupational education sequence as a high school sophomore/junior.

"The following questions deal with the role of the school in career education and career development."

a. "What should be the goals and objectives of a career education program?"

Spontaneous concept of a developmental program: YES __ NO __

b. "At what level in the education process should a career education program be started?"

__grades 1-3

__grades 4-6

__junior high (grades 7, 8)

__high school (grades 9-12)

c. "What type of activities should be included in a career education program?"

A2

INTERVIEW PROTOCOL

FOR

PUPIL PERSONNEL SERVICES

This interview covers five areas of information: (1) philosophical views of education in general and occupational and deaf education in particular, (2) the educational advantages, disadvantages, and constraints of utilizing BOCES Occupational Education Center program for deaf students, (3) beliefs pertaining to the availability and appropriateness of various occupational education courses for deaf students, (4) beliefs regarding the process of career maturation and career decision, and (5) the development of a career education program. Information gathered will be used to expand on written information furnished by the schools and to identify philosophical and programmatic consistencies and inconsistencies. Most of the questions are open-ended in order to provide the widest possible range of responses. Elabora-- tion and clarification of ideas presented will be very important throughout the interview.

QUESTION 1

Services of a pupil personnel nature seem to vary widely among the eight institutions involved. Therefore, the first question seeks information regarding the R's primary duties and responsibilities. If there is a written job description, obtain a copy to be attached to the Interview Schedule. Use direct questioning and probing to obtain as much specific information as necessary to define/describe the job. It is quite possible that some of these jobs will not follow any traditional or common perception of the work role, therefore, the job title may be less meaningful than the information you obtain about the duties of the pupil personnel or support worker. In having this information at the beginning of the interview, you will be better able to gain elaboration/clafirication of ideas/information being sought throughout the interview.

QUESTION 2

This set of questions is designed to elicit the beliefs and views of the pupil personnel services staff with particular reference to education in general and to occupational education. You should be alert throughout the series of questions to similarities and differences as these are expressed. In some instances you may wish to use direct questioning or clarification leads to provide specificity. Verification leads can be used where you want to test or check on the accuracy or consistency of beliefs or to isolate differences or distortions.

Read or paraphrase the introduction to question 2.

Question 2a. This question focuses entirely on R's views concerning the general purposes of education. Follow the ideas presented as carefully as possible. Use reflection to isolate ideas you would like to have elaborated and clarification to seek details which may not be expressed clearly or succinctly.

Question 2b. This question seeks to identify in what ways R believes the goals and purposes of education for all students are different from the goals and purposes of education for deaf students. If the interviewee offers a "Yes" response or in any way suggests differences, pursue the belief(s) until they can be described on the Interview Schedule being sure to note any differences or additions clearly.

Question 2c. This question focuses on the philosophical aspects of the goals and purposes of occupational education. This question, therefore, provides for more specificity in the beliefs or views of the interviewee. In addition to any general beliefs or ideas that are identified, there are three other areas about which you may need to seek specific information. You should help the interviewees to be as explicit as possible in identifying their beliefs concerning the objectives of occupational education being alert specifically for information relative to (1) their general view of occupational education, (2) attitudes, feelings concerning the development of specific skills for specific jobs; exploration of jobs or job clusters in an occupational field where jobs can be obtained; development of work attitudes and values, (3) the level of job skills to be developed in an occupational training program, (4) the limits to be considered in determining what programs should be offered, how many programs can be offered and the relationship of the occupational training programs to employment opportunities locally and nationally.

Questions 2d and 2e. These questions focus on the simlarities (2d) and differences (2e) between occupational education and traditional academic programs. Academically oriented programs refer to those programs that traditionally offer science, language (including English), mathematics and social studies. Such programs are usually geared to preparing students for college entrance. You should use direct questioning, probing or verifying leads to isolate simlarities and differences. Follow the interviewee sufficiently close to obtain as much specificity as you need to provide responses that fully describe or detail each goal that has been identified.

If differences between the goals/purposes of occupational education and traditional academic programs are stated as part of 2d, question 2e can be reworded as follows: "Are there any other differences between the goals and purposes of occupational education and those of traditional academic programs?"

QUESTION 3

This set of questions focuses primarily on the advantages and disadvantages of occupational education as it is offered in the BOCES Occupational Education Center. While the first two questions are directed at the philosophical advantages and disadvantages of the BOCES programs, the remaining questions seek specific information concernigg constraints and other elements which can provide practical or illustrative detail. Interviewers should use direct questioning or probing to obtain details which can be used to elaborate philosophical views or beliefs.

Questions 3a and 3b. These questions deal with the advantages and disadvantages of the BOCES programs for deaf students. The interviewer should keep in mind responses to Question 2 using verification to check responses where distortion or inconsistency with the goals and objectives already stated may be suggested.

Question 3c. Items that are identified by R's as constraints in offering an occupational education program should be checked on the Interview Schedule. Other constraints identified or suggested that are not on the check list should be added. If the R's evidence some difficulty in responding, the interviewer can suggest one or two of the areas. Any responses that are NOT spontaneous should be marked with an asterisk (*).

Question 3d. This question is used only with pupil personnel workers who are employed by or closely connected with the cooperating school for the deaf. The question focuses on the reasons that have prompted the "administrative school personnel to participate in the cooperative education program. Since responses to this question may be related to responses identifying the major constraints of the coopprative occupational education model (question 3c), the interviewer may wish to use probing or verifying leads in clarifying ambiguous comments or in establishing explicit reasons.

Question 3e. Be sure that the R understands the "cooperative program" refers to the inclusion of deaf students at the BOCES. This question seeks to identify, what the deaf students mention most to the R's about the BOCES program. List the different items mentioned.

QUESTION 4

The purpose of these questions is to explore beliefs of pupil personnel workers regarding the availability of courses of study at BOCES for deaf students. Further, it is the intent in this group to seek information concerning the beliefs/attitudes of pupil personnel workers relative to the criteria that should be applied in determining what courses of study at BOCES should be made available to deaf students. These questions are designed to elicit attidudes/beliefs about the appropriateness of the different courses of study which are offered at BOCES for deaf students and the nature of advisory/counseling services offered the deaf student in planning for and pursuing these programs.

Question 4a. This question is essentially geared to ascertain school policy with reference to the availabity of BOCES courses of study as options for deaf student selection. The question is open-ended so that the R may determine the nature of the response. However, the interviewer, by using direct questioning, probing or clarification, is expected to be able to check one of three responses as indicated on the Interview Schedule. In addition, probably by direct questioning, the interviewer must list those BOCES courses of study that are closed to deaf students and those in which deaf students are discouraged from enrolling. It is important that the interviewer keep in mind that the responses must be based on school policy rather than the lack of facilities or instructional personnel.

Question 4b. This question seeks to identify the criteria (or rationale) that are applied in determining the availability of BOCES courses of study. The appropriate form of the question will depend on the response provided in question 4a. It is possible that the criteria or rationale undergirding the school's policy may have been identified also as a part of the response to question 4a. If so, such information should be recorded in the space provided for question 4b on the Interview Schedule. Interviewers should seek as much specificity as necessary to fully detail and describe the criteria being used.

Question 4c. In this question the R is asked to state his/her own beliefs. Probing and verification should be used to identify similarities and differences between the school's policy and with the beliefs of the respondent. The interviewer should seek to identify the nature of any respondent agreement or disagreement with the criteria being applied as a part of the school's policy.

Question 4d. This question probes for feelings/attitudes pertaining to responsibility for progress and/or achievement in an occupational education course of study. The interviewer should not provide the optional responses but rather use focused direct questioning or clarification techniques to ascertain the items which represent the most appropriate course of action and the item which represents the locus of responsibility. A check should be made in section (1) for the course of action and as many items as apply should be checked in section (2). The interviewer is encouraged to record any notes which may provide further background in understanding the reasoning of the R.

Question 4e. In this question R's are asked to state whether a situation similar to that described in question 4d has occurred in the cooperative program. Probing and verification should be used to identify similarities and differences between the school's policy and the beliefs of the respondent as stated in question 4d. Briefly record how the situation was handled; including the decision made and who made it. Record R's agreement or disagreement with the decision referring to responses in question 4d.

QUESTION 5

This series of question has been designed to explore beliefs about the process of career maturation and the nature of choosing a career. In asking these questions, you should identify the major philosophical views/beliefs which seem to be particularly relevant to the occupational education model. It is extremely important to differentiate among perceptions concerning the process of career maturation, the nature of career decision making, and the role of career education. Insofar as possible, try to help the interviewee relate general philosophical views of the educative process to those associated with career development.

Question 5a. This question is directed at the process of career maturation and seeks information concerning how the R's view human growth toward career maturity. You should seek to help R's express their beliefs about how individuals grow toward career maturity keeping in mind the process of career evolution over the life span. Therefore, you may need to use direct questioning or probing to explore the dynamics of the process (e.g. stages, nature, parameters). Further, you may need to explore how the interviewee views the relationship of career maturation to the total educative process.

Question 5b. This question focuses solely on the identification of the R's perceptions of differences in the career maturation process between deaf and hearing students. You should keep in mind that you are trying to help them identify differences in the human elements of the career maturation process. Be as explicit as possible in reporting the differences described.

Question 5c. Question 5c focuses on career decision making and the act of career choice. It is quite possible that some R's may not be able to identify any significant factors. If this occurs, you may suggest one or two of the examples listed on the schedule. In pursuing responses, seek elaboration on the following areas:

(1) the degree of emphasis placed on the experiences of the individual student (very important, somewhat important, not important);

(2) beliefs/perceptions concerning the nature of choice. (Two distinct areas of response should be followed: (a) the nature of career choice - i.e., if one does, in fact, make a choice or whether one evolves a career over a period of time, and, if so, whether one feels that career selection can encompass a series of different career choices; (b) the age span covered in their view of career choice - i.e., the age or ages that they believe career choice should occur. It is possible that some R's may believe career choice should occur at a specific time - e.g. high school graduation or at a specific age; age 18 or over a specified period of time; ages 18-30 or the life span. Interviewers should be sure to qualify all responses by indicating the minimum and maximum ages).

(3) the relationship between the interviewee's beliefs/perceptions of career choice and the selection of an occupational education sequence as a high school sophomore/junior. Space is provided for recording information in each of these areas on the Interview Schedule.

QUESTION 6

This series of question focuses on the application of beliefs regarding career maturation and decision making through the development of individual experiences for students. Insofar as possible, general beliefs regarding the career maturation process should be related to the actual activities which are offered as a part of the school program.

Question 6a. Insofar as possible, the beliefs stated in Question 5 should be related to the responses provided in this question. If R indicates in any way that the goals and objectives would be different for students of different ages or grade levels, check "Yes" for the concept of a developmental program. Interviewer should not suggest this concept.

Question 6b. The question requires the interviewer to check the appropriate grade level only.

Question 6c. If possible, interviewer should obtain and record why each type of activity is included, relating these responses to question 5c.

QUESTION 7

This series of questions deals with factual information involving the Program Coordinator only.

Question 7a. Attempt to convert the response to provide a percentage showing how the Program Coordinator divides his/her time between the BOCES Center and the participating School for the Deaf. If the R does not provide any figures, use the information offered to suggest a likely breakdown (e.g. "Would you say that you spend about ____% of time at BOCES and ____% of time at ___ _____?" If you do NOT agree with the percentage breakdown, note your judgment as well as that of the R. Provide as much supporting information as you can obtain.

Question 7b. In most cases, the R will be able to identify the source of the monies for his/her salary as well as the institution making the regular payment. If this is unknown, indicate this and provide any additional information that may be available.

Question 7c. Explore time spent in each location, effectiveness, goals that might be different, communication. List any areas that the R believes are affected by his/her working for one and not theother.

Question 7d. This question explores whether R's have the flexibility to spend more time at the cooperating school not paying their salary. It does NOT explore how much flexibility R's wish they had. Scale the response, recording notes that will provide the criteria for your choice.

A2

INTERVIEW SCHEDULE

FOR

PUPIL PERSONNEL SERVICES

(Objective #1)

Interviewee: ______________________________ Date: ____________

Title: ____________________ School: ______________________

Interviewer: ________________

BEGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I am interested in obtaining information concerning your beliefs about the purposes of education, the advantages and disadvantages of using the BOCES Center for the vocational education of deaf students and the occupational education courses that should be offered to deaf students. I'm also interested in exploring your beliefs concerning the process of career choice and the role of the school in career education and career development. Do you have any questions about our meeting before we begin?"

After answering any questions that are asked, proceed withthe interview.

1. "What are your primary responsibilities (duties) in the cooperative occupational education program?"

   (If there is a written job description, obtain it. Have R be as specific as possible regarding general work activities at BOCES and/or the School for the Deaf.)

2. "We're interested in seeking your beliefs or views about the purposes or goals of education. We would like to have you explain, insofar as possible, certain elements of your philosophy of education. Let's begin with your ideas about education in general."

   a. "What do you believe are the goals and purposes of education?"

   b. "Are the goals and purposes of education for deaf students different from the goals and purposes of education for the hearing?"

   YES __ NO__

   If YES, identify in what ways they are different.

c. "What are the goals and purposes of occupational education?"

(1) general views:

(2) whether occupational education should be skill oriented, exploratory focused mainly on developing job-related attitudes and values, other priorities:

(3) the level of skills to be developed:

(4) the limits to be considered in determining what courses should be offered, how many and the relationship of the program to local and national employment opportunities:

d. "How are the goals and purposes of occupational education similar to those of an academically oriented program?"

e. "How are the goals and purposes of occupational education different from those of an academically oriented program?"

3. "Now let's talk about your perceptions of the advantages and disadvantages of occupational education for deaf students as it is offered in the BOCES Occupational Education Center. We'll also be asking you about specific constraints of the program."

   a. "What are the educational advantages of placing deaf students in occupational education programs at the BOCES Occupational Education Center?"

   b. "What are the educational disadvantages of placing deaf students in occupational education programs at the BOCES Occupational Education Center?"

   c. "What are the major constraints of the cooperative occupational education program?"

      (1) busing

      (2) money

      (3) limited enrollment

      (4) lack of support personnel for deaf students

      (5) lack of commitment from faculty and staff at deaf school

      (6) lack of commitment from faculty and staff at BOCES

      (7) other

      (8) other

d. "What are the main reasons you are using the BOCES occupational education program for your students?"

e. "When you are talking with students participating in the cooperative occupational education program, what do they mention most often?"

4. "The next set of questions is designed to explore your beliefs regarding what occupational education courses should be offered to deaf students. Let's begin with the school's policy."

a. "What is your perception of the school's policy regarding the courses at the Occupational Education Center which are open to deaf students?"

__all courses open __some courses closed

__all courses open, but "discouragement" used

List any BOCES courses of study that are closed to deaf students.

List any BOCES courses of study in which deaf students are discouraged from enrollment.

b. "What are the criteria for ____________________?" (Keeping all courses open, closing courses, discouraging students from taking certain courses of study.)

c. "What is your own belief regarding the courses at the Occupational Education Center which should be open to deaf students?"

__all courses open __some courses closed

__all courses open, but "discouragement" used

Identify areas of agreement with school policy:

Identify areas of disagreement with school policy:

d. "I'm going to pose a hypothetical situation. A deaf student is failing in an occupational education course even though counseling or other needed support has been provided. The student wants to remain in the course even though it probably means certain failure. What action do you feel would be most appropriate?"

(1) __stay in the course __leave the course

(2) __student's decision

__parent's decision

__instructor's decision

__counselor's decision

__joint decision

e. "Has such a situation occurred in this program?"

YES__ NO__

If YES, "How was it handled?"

5. "This next set of questions has been designed to explore your beliefs about the process of career maturation and career choice."

a. "What do you believe about the process of career maturation?"

(1) Stages

(2) Nature

(3) Relationship to educative process

b. "Is the process of career maturation essentially the same for both deaf and hearing students?"

YES __ NO __

If NO, "In what respects is it different?"

c. "What factors are most important in influencing career decision?"

__self concept

__occupational information

__parental advice or pressure

__economic trends or conditions

__individual interests and/or abilities

__physiological characteristics

__other

__other

(1) the importance of the experiences of the individual student

__very important __somewhat important __not important

(2) beliefs/perceptions concerning the nature of career choice or when a student should make a career choice

(3) the relationship between career choice perceptions/beliefs and the selection of an occupational education sequence as a high school sophomore/junior.

6. "The following questions deal with the role of the school in career education and career development."

a. "What should be the goals and objectives of a career education program?"

Spontaneous concept of a developmental program: YES __ NO __

b. "At what level in the education process should a career education program be started?"

__grades 1-3

__grades 4-6

__junior high (grades 7, 8)

__high school (grades 9-12)

c. "What type of activities should be included in a career education program?"

FOR THE COOPERATIVE PROGRAM COORDINATOR ONLY

7. "Different schools for the deaf and BOCES have different working arrangements insofar as the Program Coordinator's position is concerned. We'd like to clarify these differences and explore some of their possible ramifications."

a. "How is your time divided between the Occupational Education Center(s) and the School for the Deaf?"

____% at BOCES ___% at School for the Deaf

b. "Different cooperative programs are set up differently. Who pays your salary, the School for the Deaf or BOCES?"

__BOCES __School for the Deaf __Both: __ % at BOCES

__ % at School for the Deaf

"Were you interviewed by both BOCES and the School for the Deaf before being hired?"

YES __ NO __

c. "Does your working for ____________ rather than ____________ affect how you do things?"

YES __ NO __

Areas affected:

d. "How much flexibility do you have to spend more time at ____________ (one NOT paying coordinator's salary)?"

__a lot __some __very little __none

A3

1976-77

INTERVIEW PROTOCOL

FOR

STUDENTS

(Objective #1)

This interview focuses on the identification and elaboration of student perceptions of their involvement in occupational education covering four major areas: (1) purposes/reasons for attending BOCES, (2) perceived differences between BOCES and the School for the Deaf, (3) perceived goals of the BOCES Occupational Education Center, and (4) the process of career planning and their perceptions of their involvement in it.

Most of the questions are open-ended. You may need to elaborate or re-word questions if the respondent seems to have some difficulty in understanding a question. In such cases, you are asked to make note of the changes which were necessary to elicit a response. Remember that total communication is used at all the schools for the deaf except Rochester School for the Deaf. The Rochester method is used there, and many of the students know very little sign language.

COVER PAGE

This information should be filled in prior to the interview if at all possible. It should then be verified with the student and used throughout the interview for verification of statements and opinions. If the information has not been filled in prior to the interview, this should be done first.

QUESTION 1

Question 1. This question focuses on the purposes or reasons for attending the BOCES Occupational Education Center. The interviewer should seek to identify what the respondent expects to accomplish from the program and their relationship to any career or other educational goals the respondent may suggest. If a respondent merely suggests "to take a course in ________________", use direct questioning or probing leads to obtain more explicit information concerning their reasons or purposes for taking the course.

QUESTION 2

Question 2. This is an open-ended question seeking information covering a wide range of possible perceived differences. Differences may be identified concerning the program being pursued (the nature, content, structure or form of the courses); relationships with teachers (interactive elements, concern for helping with the learning process, fairness, forms of grading); degrees of freedom and responsibility; relationships with peers as well as other areas. Through clarification and seeking examples leads, the interviewer should focus on clearly identifying and describing the differences. In using direct questioning and probing, the interviewer should be able to suggest areas that may have been overlooked or to seek more information than the respondent may be able to provide initially. A second area seeks to identify differences between vocational training offered at the BOCES Occupational Education Center and the student's home school. If not already stated, the interviewer should seek perceived differences between the vocational courses at the two schools. Differences may be perceived in any of the ways stated above or in the level of training at the two schools. Space is provided for recording information for each of these two major areas.

QUESTION 3

Question 3a. This question seeks to identify the ideas/views concerning the objectives and nature of the program offered by the BOCES Occupational Education Center. The question is open-ended to provide for a wide range of responses covering a variety of educational and socially oriented areas. If R's do not understand the question or give very limited responses, you may use direct questioning, clarification or seeking examples leads to suggest goals. Such leads may be related to job possibilities or to areas of job training that could lead to career choices. Contrast other possibilities (development of work attitudes, introduction to what work is like, etc.), encouraging R to respond with other goals he may think of.

Question 3b. This question seeks to identify student perceptions concerning the type of student that elects to attend the BOCES program. Interviewers should use clarification, direct questioning and probing leads to identify as clearly as possible the type or types of students that the respondent believes are served through the BOCES program. It is possible that interviewee perceptions may be limited by familiarity with only one or a few occupational oriented courses of study. The interviewer should use direct questioning or probing to identify the experience or information of the student (e.g. the number or types of programs or the identification of other students who go to BOCES) on which the student's response may be based.

Question 3c and 3d. Student responses are likely to be course of study or subject matter oriented. Use direct questioning, clarification, probing to identify likes or dislikes as they may be related to the course of study or to particular subjects being offered at the Center. Be alert also to identify and pursue responses that relate to instructional strategies (methods, grading, homework), social relationships or other facets of the total program possibilities.

QUESTION 4

This set of questions is designed to explore what students believe about the career planning and career selection process and how they feel about their own concerns and involvement. It is important for the interviewer to distinguish between what students believe about career maturation and how they have experienced it.

Question 4a. This question deals with the respondent's information about the career maturation process. It is designed to identify those factors and influences which the respondents believe to be significant in career planning. Such factors as interests, abilities, life goals, physical attributes, health, motivations, personality traits, etc. should be identified as clearly as possible and distinguished from such influences as family or parental pressure, economic conditions, geographical constraints or other influences which the respondent may cite as important in considering a career. Through direct questioning or clarification leads, the interviewer should be able to differentiate between what the respondent believes about humans in general and how the respondent has experienced the career planning process to date.

Question 4b. This question seeks to identify those factors and influences which the student has considered in evolving his/her own career plans. It is quite possible that in seeking information about the student's beliefs (question 5a) information pertinent to this question has been obtained or suggested. Seeking example leads may help in identifying exactly how the student has been involved or has dealt with the different factors and influences that have impinged on his/her career planning and selection.

Question 4c. This question seeks to identify how the respondent feels about the specific nature of career choice. The interviewer should follow two distinct areas of response: (1) the nature of career choice - that is, if one does, in fact, make a choice or whether one evolves a career over a period of time and, if so, whether one feels that career selection can encompass a series of different career choices; and (2) the age span covered in their view of career choice (e. g., the age or ages that they believe career choice should occur). It is possible that some respondents may believe career choice should occur at a specific time (high school graduation) or at a specific age (age 18) or over a period of specified time (ages 18-30 or the life span). Interviewers should be sure to qualify all responses by indicating the minimum and maximum ages.

Question 4d. This question deals with the interviewee's involvement in the career choice process. Interviewee responses to the question "Do you feel you are ready to choose a career?" (whether "yes" or "no") should be pursued with reference to their own beliefs about the career selection process as these were elaborated in question 4c. Interviewers should use clarification, seeking examples, and direct questioning leads to determine how the respondent has experienced career choice and to identify any similarities or differences between what the individual believes about career choice and how the individual is experiencing it.

Question 4e. This question seeks to identify the pressures which individuals ay experience in the career selection process. The question utilizes the phrase . . . make you hurry and choose a career" since deaf students may not under- tand the use of "pressure" in pressing for career choice. Interviewers should ttempt to distinguish between self-induced pressures and pressures imposed by thers (parents, peers, teachers, counselors). It is necessary to identify the ource of these pressures and to describe how they have been or are being xperienced. The interviewer should try to describe in general terms how the espondents feel about themselves in the process describing both any positive r negative feelings that may be expressed.

A 3
1976-77

INTERVIEW SCHEDULE

FOR

STUDENTS

(Objective #1)

terviewee:______________________ Age: ____ Date:__________

hool:______________________ Grade level:__________

OCES Course (current enrollment)______________________

tended BOCES before this year: YES_____ NO_____ ____ __________
No. of semesters

GIN THE INTERVIEW WITH:

"My name is ____________. I want to talk with you about your program and experiences at BOCES and at ______________(name of the School for the Deaf). I want to talk with you about choosing a career. Please tell me how you feel about your program and the experiences you are having in both schools."

1. "Why are you going to BOCES?"

2. "Are BOCES and (name of school for the deaf) similar?" If the answer is "No", ask "Why are they different?"

   a. General differences:

   b. Does (name of school for the deaf) have vocational training?" If the answer is "Yes", ask "Is it the same as BOCES?" (seek explanation to answer)

3. a. "What are the reasons for BOCES?"

   b. "What students go to (name of school for deaf)?" Once you have identified the concept of deaf students at the school, ask "What students go to BOCES?" (Once the concept of deaf and hearing students has been established, probe for other types of students.)

   c. "What do you like about BOCES?"

   d. "What do you dislike about BOCES?"

"Thinking about going to work in the future is important. A person has many experiences that help him (her) think about the work he (she) wants to do in the future?"

a. "What should people think about when they plan to work?"

Factors	Influences

b. "What do you think is important when you think about working?"

Factors	Influences

c. "At what age should people choose a career?"

d. "Do you feel you are ready to choose a career?"

e. "Has anyone tried to make you hurry and choose a career? Do you believe you should hurry and choose a career?"

Self	Others

A3
1977-78

INTERVIEW PROTOCOL
FOR
STUDENTS

(Objective #1)

Introduction

This interview focuses on the identification and elaboration of student perceptions of their involvement in occupational education covering four major areas: (1) purposes/reasons for attenting BOCES, (2) perceived differences between BOCES and the School for the Deaf, (3) perceived goals of the BOCES Occupational Education Center, and (4) the process of career planning and their perceptions of their involvement in it.

Most of the questions are open-ended. You may need to elaborate or reword questions if the respondent seems to have some difficulty in understanding a question. In such cases, you are asked to make note of the changes which were necessary to elicit a response. Remember that total communication is used at all the schools for the deaf except Rochester School for the Deaf. The Rochester method is used there, and many of the students know very little sign language.

COVER PAGE

This information should be filled in prior to the interview if at all possible. It should then be verified with the student and used throughout the interview for verification of statements and opinions. If the information has not been filled in prior to the interview, this should be done first.

QUESTION 1

This first set of questions has been designed to examine similarities and differences between the BOCES Center and the student's home school for the deaf. The questions are open-ended to obtain information on the differences as these are perceived by the responding student.

Question 1. This is a dichotomous "yes"-"no" question seeking the respondent's general perception of whether the two educational settings appear to be similar or different. If the response to this question is "no" proceed with question 1A as written and record the information received. If the respondent indicates they are essentially the same, you should rephrase the question to, "the same" instead of "different" and record the data received in the spaces provided on the schedule.

Question 1A1. This question seeks information on the differences or similarities in the two programs (courses). Use direct questioning, clarification and seeking examples leads to explore differences or similarities as they may be identified with the nature, structure or form of the courses.

Question 1A2. This question seeks information on the differences or similarities between the teachers in the two institutions. Use direct questioning, clarification, seeking examples or probing leads to explore differences or similarities in student relationships (e.g., interaction with students, concern for helping with the learning process, fairness, communication procedures, instructional approaches).

Question 1A3. This question focuses on the student's perception of differences or similarities in the learning process. Areas which might be explored include relationships with peers, rules and regulations, instructional techniques/practices, homework and other forms of assigned tasks and classroom organization/activities.

Question 1A4. This question focuses on the systems used for grading and evaluating student performance (as perceived by the student respondent). Use direct questioning and probing leads to ascertain what the students learned about themselves from their grades, what they like/dislike about the grading procedures, what grades mean to them (when they pass or fail).

Question 1A5. This question focuses on their feelings concerning institutional policy/practices related to freedom and responsibility. You may have to probe or use direct questioning leads to ascertain in what ways the two institutions are the same or different in establishing a work and social atmosphere, in setting and enforcing work expectations, in allowing students to participate in class/school decision making activities. In general, you should explore how the student respondent feels about his/her own ability to cope with (or respond to) the various types of practices/policies which are related to the degrees of freedom allowed and the responsibilities expected.

When probing each area the interviewer may find it more helpful to ascertain information by signing "for for" in place of "why?"

Question 1B. This question taps the student's knowledge of the availability of vocational training programs (or courses) offered in the home school. If the student responds "yes," proceed to ask questions 1B1 and 1B2.

Question 1B1. This question taps the student's knowledge about the number and types of vocational training programs (courses) offered at the home school. You should list the various programs mentioned.

Question 1B2. This question identifies how the student perceives the types of vocational education courses offered at the two institutions. You should seek perceived differences between the vocational courses at the two schools. Differences may be perceived in the offerings, level of training provided or in other ways.

QUESTION 2

Question 2a. This question seeks to identify the ideas/views concerning the objectives and nature of the program offered by the BOCES Occupational Education Center. The question is open-ended to provide for a wide range of responses covering a variety of educational and socially oriented areas. If students do not understand the question or give very limited responses, you may use direct questioning, clarification or seeking examples leads to suggest goals. Such leads may be related to job possibilities or to areas of job training that could lead to career choices. Contrast other possibilities (development of work attitudes, introduction to what work is like, etc.), encouraging students to respond with other goals he may think of.

Question 2b. This question seeks to identify student perceptions concerning the type of student that elects to attend the BOCES program. Interviewers should use clarification, direct questioning and probing leads to identify as clearly as possible the type or types of students that the respondent believes are served through the BOCES program. It is possible that interviewee perceptions may be limited by familiarity with only one or a few occupational oriented courses of study. The interviewer should use direct questioning or probing to identify the experience or information of the student (e.g., the number or types of programs or the identification of other students who go to BOCES) on which the student's response may be based.

QUESTION 3

Question 3. This question focuses on the purposes or reasons for attending the BOCES Occupational Education Center. The interviewer should seek to identify what the respondent expects to accomplish from the program and their relationship to any career or other educational goals the respondent may suggest. If a respondent merely suggests "to take a course in ___________," use direct questioning or probing leads to obtain more explicit information concerning their reasons or purposes for taking that particular course.

QUESTION 4

These questions are designed to explore what students believe about the career planning and career selection process and how they feel about their own concerns and involvement. It is important for the interviewer to distinguish between what students believe about career maturation and how they have experienced it.

Question 4a. This question is designed to ascertain what the respondent believes are the significant factors which all people should think about in the career planning process. Factors which they may identify are listed on the schedule in two columns. The self factors include many self (internal) oriented characteristics which people commonly consider. The second column, job factors includes many work (external) oriented factors which people commonly consider. If the respondent is vague in identifying the factors, the interviewer can use direct questioning or clarification leads to clarify the response sufficiently so that the factors can be appropriately classified and checked on the self or job factor list. Respondents may identify one or several factors in either or both columns. Space has been provided for you to record any notes which may help in interpreting or coding the response later.

When signing "think about" the concept should be understood, however; to ascertain the information desired the interviewer may need to sign "what are people feelings" - or "what is important to people."

Question 4b. This question seeks to identify those self or job factors which the student respondent has considered in evolving his/her own career plans/goals. It is quite possible that in seeking information about the student's responses concerning the factors that all people should consider (question 4a) information pertinent to this question has been obtained or suggested. Seeking examples or clarification leads may help in identifying exactly how the student has been involved or has dealt with the different job or self factors that have been considered in his/her career planning and selection. In asking the question emphasize the "what did (do) you think about . . . " so that the student respondent understands that you are now asking him/her what he/she has considered. It is also possible that the students will not differentiate significantly between what they think all people should consider and what they have (or will) consider. You can use clarification and probing leads to insure that you have identified all the factors the student might have considered to date.

Again, as in question 4a, the interviewer may need to add the signed question "What do you feel is important to think about in planning (or make ready) the work you want to do?"

Question 4c. This question emphasizes who has influenced (or helped the student in the career planning process. As a part of this question, it is intended to identify the kinds of pressure or influence which has been exerted by parents, family or relatives, teachers, counselors or others why may have been involved in helping the respondents with their career planning. In identifying who has helped them, you should use direct questioning or probing leads to ascertain in what way they have influenced (or been involved in) the career planning process. When signing "Who is helping . . . " the interviewer may wish to add, "Who has been involved with or worked with you to decide the work you want to do?"

Question 4d. This question seeks to ascertain when (the age or age span) they believe people should choose a career. It is possible that some respondents may believe career choice should occur at a specific time (high school graduation) or over a period of time (during college, after you've worked a few years). You should use clarification, drrect questioning or probing leads to qualify such responses so that a minimum and maximum age span can be obtained. This question can be signed, "How old you think people should choose their jobs? or "How old think you people should choose job?"

Question 4e. This question seeks to determine whether the student respondent s ready to choose a job or career ("yes" or "no"). It is a direct follow-up o question 4d in that it provides an opportunity to relate their own readiness or career choice to the age span they have identified for people in general. You hould probe their response to ascertain how they perceive their own career choice rocess in relation to other people. The first part of this question can be signd "Think ready you choose job? The second part can be signed "Ready you choose ob for, for?"

Question 4f. This question seeks to identify the pressures which individuals ay experience in the career selection process. The question utilizes the phrase . . . make you hurry to choose a job" since deaf students may not understand the se of "pressure" in pressing for career choice. Interviewers should attempt to istinguish between self-induced pressures and pressures imposed by others parents, peers, teachers, counselors). It is necessary to identify the source f these pressures and to describe how they have been or are being experienced. he interviewer should try to describe in general terms how the respondents feel bout themselves in the process describing both any positive or negative feelings hat may be expressed.

The concept "hurry" may be signed, "hurry, push, push you" or "tense, boost, oost, push you."

Question 4g. The question seeks to elaborate on their own needs/motivations/ ressures to make career decisions. You should pursue "yes" or "no" responses o elicit as much detail as possible relative to their own interest and/or articipation in career planning. You should use direct questioning, probing, larification or seeking examples leads to determine their feelings of ambition, nxiety or concern at this point in the career maturation process.

A3

1977-78

INTERVIEW SCHEDULE

FOR

STUDENTS

(Objective #1)

nterviewee:____________________________ Age:_____ Date:____________________

chool:_____________________________________ Grade level:____________________

OCES Course (current enrollment)____

ttended BOCES before this year: YES___ NO___ ____________________________
No. of semesters

EGIN THE INTERVIEW WITH:

"My name is __________________. I want to talk with you about your program nd experiences at BOCES and at _________________________ (name of the School for he Deaf). I want to talk with you about choosing a career. Please tell me how ou feel about your program and the experiences you are having in both schools."

"Are BOCES and (name of school for the deaf) the same?"

YES ☐ NO ☐

. If NO, "In what ways are they different?"

1. "Are the courses different (the same)?" "Why?"

2. "Are the teachers different (the same)?" "Why?"

3. "Is the learning different (the same)?" "Why "

4. "Is the grading system different (the same)?" "Why?"

5. "Do you have more or less (or the same amount of) freedom and responsibility?" Explain.

. "Does your school have vocational training programs or courses?"

YES ☐ NO ☐

1. If YES, "What courses does your school have for vocational training?"

2. "Does your school have the same courses as at BOCES?"

YES ☐ NO ☐ Explain.

A. "Why do we have BOCES?" or "What is BOCES for?"

B. "Who goes to BOCES? Tell me about the different students who go to BOCES."

. "Why are you going to BOCES?"

4A. "What do people think about when they plan to work?"

Self Factors

____ interests
(what they like)

____ abilities
(what they are good at)

____ values
(what they believe in)

____ personality characteristics
(how they seem to others)

____ personal behaviors
(how they act)

____ health

____ life goals
(what they believe is important in their life--wealth, adventure, family life, power, prestige, security, etc.)

____ motivations
(what makes them tick)

____ other
(specify)

Job Factors

____ earning/benefits

____ advancement/promotion

____ labor market demands

____ working conditions

____ job preparation requirements

____ job duties

____ job demands

____ working with data, people or things

____ co-workers

____ status at work

____ other
(specify)

3. "What are you thinking about in planning the work you want to do?"

Self Factors

___ interests
(what they like)

___ abilities
(what they are good at)

___ values
(what they believe in)

___ personality characteristics
(how they seem to others)

___ personal behaviors
(how they act)

___ health

___ life goals
(what they believe is important in their life--wealth, adventure, family life, power, prestige, security, etc.)

___ motivations
(what makes them tick)

___ other
(specify)

Job Factors

____ earning/benefits

____ advancement/promotion

____ labor market demands

____ working conditions

____ job preparation requirements

____ job duties

____ job demands

____ working with data, people or things

____ co-workers

____ status at work

____ other
(specify)

C. "Who is helping you decide the work you want to do?"

D. "How old do you think people should be to choose their jobs?"

E. "Are you ready to choose your job?"

YES ☐ NO ☐

If YES, "What makes you feel ready to choose your job?"

If NO, Explain.

F. "Do you feel people make you hurry (pressure you or push you) to choose a job?"

YES ☐ NO ☐

Explain:

4G. "Are you in a hurry (under pressure, pushing yourself) to choose your job?"

YES ☐ NO ☐

Explain:

A4
1976-77

INTERVIEW PROTOCOL

FOR

PARENTS

(Objective #1)

The interview pursues the attitudes/beliefs of parents in three major areas: (1) their philosophy of education as it applies to education in general and to occupational and deaf education in particular, (2) their views concerning the advantages and disadvantages of programs for deaf students at the BOCES occupational education centers and (3) their beliefs regarding the process of career maturation and career decision-making.

Most of the questions are open-ended in order to provide the widest possible range of response. Elaboration and clarification of ideas presented will be very important throughout the interview.

COVER SHEET

If possible, this information should be filled in prior to the interview. It should then be verified with the parents and used throughout the interview for clarification and verification of statements and opinions. If the information has not been filled in prior to the interview, this should be done first.

QUESTION 1

These questions are directed at identifying parental beliefs about education and the process of education beginning with their general views about education for all people. The questions gradually provide for more philosophical specificity both with reference to the type of educational program and its appropriateness for deaf students. Parents may range widely in their ability to respond to these questions. It is possible that some parents may not be able to identify their own views or feelings. It is not necessary to suggest any goals or purposes. If it seems quite obvious that the parents cannot verbalize their beliefs, the interviewer should feel free to continue on to the next question. In such cases, be on the alert for general beliefs or views which may be expressed later in responding to some of the more specific questions.

Read or paraphrase the introduction to question 1.

Question 1a. This question focuses entirely on their views concerning the general purposes of education. Follow the ideas each respondent presents as carefully as possible. Use reflection to isolate ideas you would like to have elaborated. Use clarification to seek details which may not be expressed clearly or succinctly.

Question 1b. This question seeks to identify in what ways the interviewee believes the goals and purposes of education for all students are different from the goals and purposes of education for deaf students. If the interviewee offers a "Yes" response or in any way suggests differences, pursue the belief(s) until they can be described on the Interview Schedule being sure to note any differences or additions clearly.

Question 1c. This question focuses on the philosophical aspects of the goals and purposes of occupational education. This question, therefore, provides for more specificity in the beliefs or views of the interviewee. In addition to any general beliefs or ideas that are identified, there are three other areas about which you may need to seek specific information. You should help the interviewees to be as explicit as possible in identifying their beliefs concerning the objectives of occupational education being alert specifically for information relative to (1) their general view of occupational education, (2) attitudes/feelings concerning the development of specific skills for specific jobs; exploration of jobs or job clusters in an occupational field where jobs can be obtained; development of work attitudes and values, (3) the level of job skills to be developed in an occupational training program, (4) the limits to be considered in determining what programs should be offered, how many programs can be offered, and the relationship of occupational education programs to employment opportunities locally and nationally.

Question 1d. This question focuses on what the parents perceive to be the goals of the Occupational Education Center attended by their child. You should use direct questioning, probing, or verifying leads to isolate similarities to and differences from what has been stated as goals and purposes of occupational education in general in the preceding question (1c). Follow the interviewee sufficiently close to obtain as much specificity as you need to provide responses that fully describe or detail each goal that is identified.

QUESTION 2

The second set of questions focuses primarily on the advantages and disadvantages of occupational education training programs as the parents are experiencing the programs with their child. In most interview situations, the parents will probably be responding on the basis of one child currently involved. However, it is possible that their views may be based on the experiences of other older children or on the experiences of other parents. The interviewer should be continually alert to the basis on which the views have been formulated. Also, it should be noted that the questions are essentially designed to identify the advantages or disadvantages as these are relative to the child (children) currently involved in a BOCES program.

Question 2a. This question deals with the parents' purposes in sending their child to BOCES. The interviewer should keep in mind responses to Question 1c and 1d and verify whether statements made here are in harmony with the goals and objectives already stated. If more than one child attends, the question should be asked and responses noted for each child.

Questions 2b and 2c. If only courses or programs are named, the interviewer should suggest one or two other responses (e.g., learn a trade or develop positive job attitudes) which are more broad in nature but consistent with the R's philosophy. R's should be encouraged to add other areas. Any response that is not spontaneous should be noted by an asterisk (*).

Question 2d. This question seeks to identify parent perceptions concerning the type of student that elects to attend the BOCES program. Interviewers should use clarification, direct questioning, and probing leads to identify as clearly as possible the type or types of students that the respondent believes are served through the BOCES program. It is possible that responses may be limited because of unfamiliarity with the total BOCES program. The interviewer should, through direct questioning or probing, however, seek to identify the amount of knowledge the parent has as well as the number or types of programs on which the parent response is based.

Question 2e. This question seeks to identify, through the parents, what their child mentions most about the BOCES program. List the different items mentioned.

Question 2f. This question seeks parental perceptions of their child's (children's) feelings about the BOCES program. This question can be related to the items mentioned in the preceding question (2e). Ask the question and, if necessary, you can use the items mentioned in question 2e to probe or clarify their perceptions. In scaling the responses, use the following criteria as a guide to scaling.

Very positive: all their perceptions are clearly positive

Generally positive: most of their perceptions are clearly positive

Neutral: their perceptions seem to be neither clearly positive nor negative OR their perceptions seem to be divided somewhat evenly between those that are positive and negative

Generally negative: most of their perceptions seem to be clearly negative

Very negative: all of their perceptions are clearly negative

QUESTION 3

This series of questions has been designed to explore parent beliefs about the process of career maturation and the nature of choosing a career. It is important to distinguish between what the parents believe about career maturation and career choice in general and the process as they view their children's experience.

Question 3a. This question deals with information about the career maturation process. It is designed to identify those factors and influences which the parents believe to be significant in career planning. Such factors as interests, abilities, life goals, physical attributes, health, motivations, personality traits, should be identified as clearly and as specifically as possible and distinguished from such influences as family or parental pressures, economic conditions, geographical constraints or other influences which they may cite as important in considering a careeer. Through direct questioning and clarification leads, the interviewer should be able to differentiate between what the parents believe about people and how they believe people experience the career planning process.

Question 3b. This question is directed at what parents see as the child's concerns around career decision making. Again, it is important to differentiate between what the parent believes and how their child (children) has experienced the career planning process. It is quite possible that in seeking information about planning a career (see question 3a), information pertinent to how their child has experienced the career planning process may have been obtained or suggested. Seeking example leads may help in identifying how the student has been involved or how he/she has dealt with the different factors or influences that have been present.

Question 3c. This question seeks to identify how parents feel about the specific nature of career choice. The interviewer should follow two distinct areas of response: (1) the nature of career choice - that is, if one does, in fact, make a choice or whether one evolves a career over a period of time and, if so, whether one feels that career selection can encompass a series of different career choices; and (2) the age span covered in their view of career choice (e.g., the age or ages that they believe career choice should occur). It is possible that some R's may believe career choice should occur at a specific time (high school graduation) or at a specific age (age 18) or over a period of specified time (ages 18-30 or the life span). Interviewers should be sure to qualify all responses by indicating the minimum and maximum ages.

Question 3d. The YES or NO aspects of their response should be pursued with reference to the respondent's beliefs about the career selection process as they were elaborated in question 3c. Interviewers should use clarification, seeking examples, and direct questioning leads to determine how the parents believe their child has experienced career choice and to identify any similarities or differences between what the parents believe in general about career planning and what they believe is the process as it is being experienced by their own child.

Question 3e. This question focuses solely on parent beliefs/perceptions concerning differences in the career maturation process between deaf and hearing students. If the parents indicate that the process of career maturation/choice is different for deaf than for hearing students (YES), then direct questioning, clarification, or seeking examples leads may help in identifying/clarifying the differences. In recording any differences you may identify, it is important to distinguish between those that may be considered factors and those that may be considered influences. Be sure to record these in sufficient detail.

A4
1976-77

INTERVIEW SCHEDULE

FOR

PARENTS

(Objective #1)

Name of Parent(s) ____________________

Address ____________________

Children currently attending BOCES ____________ Date ____________

Children attending BOCES in prior years: ____________ School ____________

BEGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I am interested in obtaining information concerning your beliefs about the purposes of education and about the advantages and disadvantages of having students from the School for the Deaf attend the BOCES Occupational Education Center.

I will also be exploring what you believe about the process of career choice. Do you have any questions about our meeting before we begin?"

After any questions have been answered, proceed with the interview.

1. "In the first set of questions, we're interested in your beliefs about the goals or purposes of education? We would like to have you explain these insofar as possible. Let's begin with your goals about education in general."

   a. "What are the goals and purposes of education?"

   b. "Do you believe the goals and purposes of education for the deaf should be different from the goals and purposes for hearing students?"

      YES ____ NO ____

      If YES, identify in what ways there are different.

   c. "What are the goals and purposes of occupational education?"

      (1) general views:

      (2) the nature of occupational education development vs. exploratory activities focused mainly on developing work attitudes and values, other priorities:

      (3) the level of skills to be developed:

      (4) the limits in what courses should be offered, how many, and the relationship of the program to local and national employment opportunities.

   d. "What are the goals of the BOCES Occupational Education Center?"

2. "In this next set of questions we're interested in your beliefs regarding the advantages and disadvantages of occupational education for deaf students (as it is offerdd in the BOCES Occupational Education Center)"

a. "What are your purposes in having (name of child) attend the BOCES Occupational Education Center?" (If more than one child attends BOCES, determine this purpose(s) for each child).

b. "What do you like about having ____________________ attend the BOCES
(name of student)
Occupational Education Center?"

c. "What do you dislike hbout having ____________________ attend the BOCES
(name of student)
Occupational Education Center?"

d. "What types of students from the participating School districts do you believe select programs at the BOCES"?

e. "What does ____________________ mention most often about the BOCES
(name of student)
occupational education program?"

f. "How does your child feel about the BOCES occupational education program?"

☐	☐	☐	☐	☐
very positive	generally, positive	neutral	generally negative	very negative

3. "In the next set of questions we're interested in your beliefs about the process of choosing a career. Career planning is considered an important part of a person's life. In the process people have to consider different factors. Further, people have to deal with situations that can influence how they go about career planning or what they may eventually do."

   a. "What do you believe people should think about when they plan a career?"

      Factors Influences

   b. "What has ____________ been thinking about as (he/she) plans
      (name of children)
      (his/her) career?"

      Factors Influences

   c. "When do you think people should choose a career?"

   d. "Do you feel (name of children) is ready to choose a career?"

      YES ____ NO _____

   e. "Is the process of career choice differant for deaf than for hearing students?"

      YES ____ NO ____

      If YES, "Identify how it is different."

      Factors Influences

56

A4
1977-78

INTERVIEW PROTOCOL
FOR
PARENTS

(Objective #[illegible])

1977-78

The interview pursues the attitudes/beliefs of parents in three major areas: (1) their philosophy of education as it applies to education in general and to occupational and deaf education in particular, (2) their views concerning the advantages and disadvantages of programs for deaf students at the BOCES occupational education centers and (3) their beliefs regarding the process of career maturation and career decision-making.

Most of the questions are open-ended in order to provide the widest possible range of response. Elaboration and clarification of ideas presented will be very important throughout the interview.

COVER SHEET

If possible, this information should be filled in prior to the interview. It should then ve verified with the parents and used throughout the interview for clarification and verification of statements and opinions. If the information has not been filled in prior to the interview, this should be done first.

QUESTION 1

These questions are directed at identifying parental beliefs about education and the process of education beginning with their general views about education for all people. The questions gradually provide for more philosophical specificity both with reference to the type of educational program and its appropriateness for deaf students. Parents may range widely in their ability to respond to these questions. It is possible that some parents may not be able to identify their own views or feelings. It is not necessary to suggest any goals or purposes. If it seems quite obvious that the parents cannot verbalize their beliefs, the interviewer should feel free to continue on to the next question. In such cases, be on the alert for general beliefs or views which may be expressed later in responding to some of the more specific questions.

Read or paraphrase the introduction to question 1.

Question 1a. This question focuses entirely on their views concerning the general purposes of education. Follow the ideas each respondent presents as carefully as possible. Use reflection to isolate ideas you would like to have elaborated. Use clarification to seek details which may not be expressed clearly or succinctly.

Question 1b. This question seeks to identify in what ways the interviewee believes the goals and purposes of education for all students are different from the goals and purposes of education for deaf students. If the intervieweesoffers a "yes" response or in any way suggests differences, pursue the belief(s) until they can be described on the Interview Schedule being sure to note any differences or additions clearly. If the interviewee offers a "no" response probe to ascertain why there are no differences or why the interviewee feels there are none.

Question 1c. This question focuses on the philosophical aspects of the goals and purposes of occupational education. This question, therefore, provides for more specificity in the beliefs or views of the interviewee. In addition to any general beliefs or ideas that are identified, there are three other areas about which you may need to seek specific information. You should help the interviewees to be as explicit as possible in identifying their beliefs concerning the objectives of occupational education being alert specifically for information relative to (1) their general view of occupational education, (2) attitudes/feelings concerning the development of specific skills for specific jobs; exploration of jobs or job clusters in an occupational field where jobs can be obtained; development of work attitudes and values, (3) the level of job skills to be developed in an occupational training program, (4) the limits to be considered in determining what programs should be offered, how many programs can be offered, and the relationship of occupational education programs to employment opportunities locally and nationally.

Question 1d. This question focuses on what the parents perceive to be the goals of the Occupational Education Center attended by their child. You should use direct questioning, probing, or verifying leads to isolate similarities to and differences from what has been stated as goals and purposes of occupational education in general in the preceding question (1c). Follow the interviewee sufficiently close to obtain as much specificity as you need to provide responses that fully describe or detail each goal that is identified.

QUESTION 2

The second set of questions focuses primarily on the advantages and disadvantages of occupational education training programs as the parents are experiencing the programs with their child. In most interview situations, the parents will probably be responding on the basis of one child currently involved. However, it is possible that their views may be based on the experiences of other older children or on the experiences of other parents. The interviewer should be continually alert to the basis on which the views have been formulated. Also, it should be noted that the questions are essentially designed to identify the advantages or disadvantages as these are relative to the child (children) currently involved in a BOCES program.

Question 2a. This question deals with the parents' purposes in sending their child to BOCES. The interviewer should keep in mind responses to Question 1c and 1d and verify whether statements made here are in harmony with the goals and objectives already stated. If more than one child attends, the question should be asked and responses noted for each child.

Question 2b. This question seeks to identify parent perceptions concerning the type of student that elects to attend the BOCES program. Interviewers should use clarification, direct questioning, and probing leads to identify as clearly as possible the type or types or students that the respondent believes are served through the BOCES program. It is possible that responses may be limited because of unfamiliarity with the total BOCES program. The interviewer should, through direct questioning or probing, however, seek to identify the amount of knowledge the parent has as well as the number or types of programs on which the parent response is based.

Question 2c. This question seeks to identify, through the parents, what their child mentions most about the BOCES program. List the different items mentioned.

Question 2d. This question seeks parental perceptions of their child's (children's) feelings about the BOCES program. This question can be related to the items mentioned in the preceding question (2c). Ask the question and, if necessary, you can use the items mentioned in question 2c to probe or clarify their perceptions. In scaling the responses, use the following criteria as a guide to scaling.

Very positive: all their perceptions are clearly positive

Generally positive: most of their perceptions are clearly positive

Neutral: their perceptions seem to be neither clearly positive nor negative OR their perceptions seem to be divided somewhat evenly between those that are positive and negative

Generally negative: most of their perceptions seem to be clearly negative

Very negative: all of their perceptions are clearly negative

QUESTION 3

This series of questions has been designed to explore parent beliefs about the process of career maturation and the nature of choosing a career. It is important to distinguish between what the parents believe about career maturation and career choice in general and the process as they view their children's experience.

Question 3a. This question deals with information about the career maturation process. It is designed to identify those factors and influences which the parents believe to be significant in career planning. Such factors as interests, abilities, life goals, physical attributes, health, motivations, personality traits, should be identified as clearly and as specifically as possible and distinguished from such influences as family or parental pressures, economic conditions, geographic constraints or other influences which they may cite as important in considering a career. Through direct questioning and clarification leads, the interviewer should be able to differentiate between what the parents believe about people and how they believe people experience the career planning process.

Question 3b. This question is directed at what parents see as the child's concerns around career decision making. Again, it is important to differentiate between what the parent believes and how their child (children) has experienced the career planning process. It is quite possible that in seeking information about planning a career (see question 3a), information pertinent to how their child has experienced the career planning process may have been obtained or suggested. Seeking example leads may help in identifying how the student has been involved or how he/she has dealt with the different factors or influences that have been present.

Question 3c. This question seeks to identify how parents feel about the specific nature of career choice. The interviewer should follow two distinct areas of response: (1) the nature of career choice - that is, if one does, in fact, make a choice or whether one evolves a career over a period of time and, if so, whether one feels that career selection can encompass a series of different career choices; and (2) the age span covered in their view of career choice (e.g., the age or ages that they believe career choice should occur). It is possible that some R's may believe career choice should occur at a specific time (high school graduation) or at a specific age (age 18) or over a period of specified time (ages 18-30 or the life span). Interviewers should be sure to qualify all responses by indicating the minimum and maximum ages.

Question 3d. The YES or NO aspects of their response should be pursued with reference to the respondent's beliefs about the career selection process as they were elaborated in question 3c. Interviewers should use clarification, seeking examples, and direct questioning leads to determine how the parents believe their child has experienced career choice and to identify any similarities or differences between what the parents believe in general about career planning and what they believe is the process as it is being experienced by their own child.

Question 3e. This question focuses solely on parent beliefs/perceptions concerning differences in the career maturation process between deaf and hearing students. If the parents indicate that the process of career maturation/choice is different for deaf than for hearing students (YES), then direct questioning, clarification, or seeking examples leads may help in identifying/clarifying the differences. In recording any differences you may identify, it is important to distinguish between those that may be considered factors and those that may be considered influences. Be sure to record these in sufficient detail.

A4

1977-78

INTERVIEW SCHEDULE
FOR
PARENTS
(Objective #1)

Name of Parent(s)______________________________

Address______________________________

Children currently attending BOCES____________ Date____________

Children attending BOCES in prior years__________ School____________

BEGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I am interested in obtaining information concerning your beliefs about the purposes of education and about the advantages and disadvantages of having students from the School for the Deaf attend the BOCES Occupational Education Center.

"I will also be exploring what you believe about the process of career choice. Do you have any questions about our meeting before we begin?

After any questions have been answered, proceed with the interview.

1. "In the first set of questions, we're interested in your beliefs about the goals or purposes of education. We would like to have you explain these insofar as possible. Let's begin with your goals about education in general."

   a. "What are the goals and purposes of education?"

   b. "Do you believe the goals and purposes of education for the deaf should be different from the goals and purposes for hearing students?"

      YES __ NO __

      (1) If YES, identify in what ways they are different.

      (2) If NO, identify in what ways there are no differences or why you feel there are none.

   c. "What are the goals and purposes of occupational education?"

      (1) general views:

      (2) the nature of occupational education development vs. exploratory activities focused mainly on developing work attitudes and values, other priorities:

      (3) the level of skills to be developed:

      (4) the limits in what courses should be offered, how many, and the relationship of the program to local and national employment opportunities.

d. "What are the goals of the BOCES Occupational Education Center?"

2. "In this next set of questions we're interested in your beliefs regarding the advantages and disadvantages of occupational education for deaf students (as it is offered in the BOCES Occupational Education Center)."

   a. "What are your purposes in having (name of child) attend the BOCES Occupational Education Center?" (If more than one child attends BOCES, determine this purpose(s) for each child.)

   b. "What types of students from the participating School districts do you believe select programs at the BOCES?"

   c. "What does (name of student) mention most often about the BOCES occupational education program?"

   d. "How does your child feel about the BOCES occupational education program?"

☐	☐	☐	☐	☐
very positive	generally positive	neutral	generally negative	very negative

3. "In the next set of questions we're interested in your beliefs about the process of choosing a career. Career planning is considered an important part of a person's life. In the process people have to consider different factors. Further, people have to deal with situations that can influence how they go about career planning or what they may eventually do."

   a. "What do you believe people should think about when they plan a career?"

      Factors   Influences

   b. "What has (name of children) been thinking about as (he/she) plans (his/her) career?"

      Factors   Influences

   c. "When do you think people should choose a career?"

   d. "Do you feel (name of children) is ready to choose a career?"

      YES __   NO __

   e. "Is the process of career choice different for deaf than for hearing students?"

      YES __   NO __

      If YES, "Identify how it is different."

      Factors   Influences

A5

INTERVIEW PROTOCOL

FOR

INSTRUCTORS

(Objective #1)

The interview covers four areas of information: (1) philosophical views of education in general and occupational and deaf education in particular, (2) the educational advantages and disadvantages of utilizing BOCES Occupational Education Centers for deaf students, (3) beliefs regarding the process of career maturation and career decision, and (4) the development of a career education program. Information gathered will be used to expand on written information furnished by the schools and to identify philosophical and programmatic consistencies and inconsistencies.

QUESTION 1

The first set of questions is designed to elicit the beliefs and views of instructional personnel with particular reference to education in general and to occupational education. You should be alert throughout the series of questions to similarities and differences as these are expressed. In some instances you may wish to use direct questioning or clarification leads to provide specificity. Verification leads can be used where you want to test or check on the accuracy or consistency of beliefs or to isolate differences or distortions.

Read or paraphrase the introduction to question 1.

Question 1a. This question focuses entirely on R's views concerning the general purposes of education. Follow the ideas each respondent presents as carefully as possible. Use reflection to isolate ideas you would like to have elaborated. Use clarification to seek details which may not be expressed clearly or succinctly.

Question 1b. This question seeks to identify in what ways the interviewee believes the goals and purposes of education for all students are different from the goals and purposes of education for deaf students. If the interviewee offers a "Yes" response or in any way suggests differences, pursue the beliefs until they can be described on the Interview Schedule being sure to note any differences or additions clearly.

Question 1c. This question focuses on the philosophical aspects of the goals and purposes of occupational education. This question, therefore, provides for more specificity in the beliefs or views of the interviewee. In addition to any general beliefs or ideas that are identified, there are three other areas about which you may need to seek specific information. You should help the interviewees to be as explicit as possible in identifying their beliefs concerning the objectives of occupational education being alert specifically for information relative to (1) their general view of occupational education, (2) attitudes and feelings concerning the development of specific skills for specific jobs; exploration of jobs or job clusters in an occupational field where jobs can be obtained; the development of work attitudes and values, (3) the level of job skills to be developed in an occupational training program, (4) the limits to be considered in determining what programs should be offered, how many programs can be offered, and the relationship of occupational education programs to employment opportunities locally and nationally.

Questions 1d and 1e. These questions focus on the similarities (1d) and differences (1e) between occupational education and traditional academic programs. Academically oriented programs refer to those programs that traditionally offer science, language (including English), mathematics and social studies. Such programs are usually geared to preparing students for college entrance. You should use direct questioning, probing or verifying leads to isolate similarities and differences. Follow the interviewee sufficiently close to obtain as much specificity as you need to provide responses that fully describe or detail each goal that has been identified.

If the differences between the goals/purposes of occupational education and traditional academic programs are stated as part of question 1d, question 1e can be re-worded as follows: "Are there any other differences between the goals and purposes of occupational education and those of traditional academic programs?"

Question 1f. This question should not be used with instructors at Nassau County BOCES or at Mill Neck Manor Lutheran School for the Deaf. This question allows for further elaboration of any differences that R's believe to exist between the objectives of vocational courses offered at the BOCES Occupational Education Center and the objectives of those offered at the cooperating school for the deaf. It is possible that some instructors et either institution may not be sufficiently familiar with the goals and purposes of vocational training in general or at the other institutions to respond. Such uncertainties should be recorded on the Interview Schedule. Be sure to list all the occupational education programs offered at the cooperating School for the Deaf in the space provided on the Interview Schedule.

QUESTION 2

The second set of questions focuses primarily on the advantages and disadvantages of occcupational education for deaf students as it is offered in the BOCES Occupational Education Center. While the first two questions are directed at the philosophical advantages and disadvantages of the BOCES programs, question 2c seeks specific information concerning possible constraints and other elements which can provide practical or illustrative detail. Use clarification, direct questioning or seeking examples leads to obtain sufficient detail or illustrative examples of practices which constrain the programs offered for deaf students.

Question 2a and 2b. These questions deal with the advantages and disadvantages of the BOCES programs for deaf students. The interviewer should keep in mind responses to Question 1 using verification to check responses where distortion or inconsistency with the goals and objectives already stated may be suggested.

Question 2c. Items that are identified by R's as constraints in offering an occupational education program should be checked on the Interview Schedule. Other constraints identified or suggested that are not on the check list should be added. If the R's evidence some difficulty in responding, the interviewer can suggest one or two of the areas. Any responses that are NOT spontaneous should be marked with an asterisk (*).

QUESTION 3

This series of questions has been designed to explore teachers' beliefs about the process of career maturation and the act of choosing a career. It is important to distinguish between what the teachers believe about career maturation and how they believe their students experience it.

Question 3a. This question deals with information about the career maturation process. It is designed to identify those factors and influences which teachers believe to be significant in career planning. Such factors as interests, abilities, life goals, physical attributes, health, motivations, personality traits should be identified as clearly and as specifically as possible and distinguished from such influences as family or parental pressures, economic conditions, geographical constraints or other influences which R's may cite as important in considering a career. Through direct questioning and clarification leads, the interviewer should be able to differentiate between what R's believe about people and how R's believe people experience the career planning process.

Question 3b. This question is directed at what teachers see as their students' concerns around career decision making. Again, it is important to differentiate between what the students believe and how students have experienced the career planning process. It is quite possible that in seeking information about planning a career (see question 3a), information pertinent to how their students may have experienced the career planning process may have been obtained or suggested. Seeking examples leads may help in identifying how the students have been involved or how they have dealt with the different factors or influences that have been present.

Question 3c. This question seeks to identify how the teachers feel about the specific nature of career choice. The interviewer should follow two distinct areas of response: (1) the nature of career choice - that is, if one does, in fact, make a choice or whether one evolves a career over a period of time and, if so, whether one feels that career selection can encompass a series of different career choices; and (2) the age span covered in their view of career choice (e.g., the age or ages that they believe career choice should occur). It is possible that some R's may believe career choice should occur at a specific time (high school graduation) or at a specific age (age 18) or over a period of specified time (ages 18-30 or the life span). Interviewers should be sure to qualify all responses by indicating the minimum and maximum ages.

Question 3d. This question seeks information concerning the instructors' own beliefs about the career selection process (as they were elaborated in question 3c) with reference to the students in their classes. Interviewers should use clarification, seeking examples, and direct questioning leads to determine why the teachers believe their students have or have not experienced career choice and to identify any similarities or differences between what the teachers believe in general and what they believe regarding students in their own classes. Keep in mind that BOCES teachers have both deaf and hearing students. Ascertain and note differences in their beliefs between the readiness of deaf students to choose a career and those of hearing students.

Question 3e. This question focuses solely on the R's perceptions of any differences in the career maturation process between deaf and hearing students. If teachers indicate that the process of career maturation/choice is different for deaf than for hearing students (YES), then direct questioning, clarification, or seeking examples leads may help in identifying/clarifying the differences. In recording any differences you may identify, it is important to distinguish between those that may be considered factors and those that may be considered influences. Be sure to record these in sufficient detail.

QUESTION 4

This series of questions focuses on beliefs regarding career maturation and decision making through the development of educational experiences for students. Insofar as possible, general beliefs regarding the career maturation process should be related to the actual activities which are offered as a part of the school program.

Question 4a. Insofar as possible, the beliefs stated in Question 3 should be related to the responses provided in this question. If R indicates in any way, that the goals and objectives would be different for students of different ages or grade levels, check "Yes" for the concept of a developmental program.

You should not suggest this concept but rather determine the "Yes" or "No" aspects of the response from the general nature of the response provided.

Question 4b. The question requires the interviewer to check the appropriate grade level only.

Question 4c. Obtain as much information about each type of activity mentioned as your time permits. Use seeking examples or direct questioning to determine the nature or scope of the activity as well as the amount of time devoted to planning and conducting the activity. If materials used in conducting the activity are available, obtain copies of these and attach them to the Interview Schedule.

Question 4d. This question assumes that the instructor feels other career development activities could or should be added to the existing career education program of the school. Information suggested in questions 3a, 3b, 3c or question 4a may be used to verify or probe their feelings/attitudes about career education and to identify the nature of other career education activities they feel should be added to the program.

Question 4e. This question seeks information concerning the instructor's perception of the adequacy of the career education program/activities. In seeking to scale their response, you may wish to probe their feelings with specific reference to some of the beliefs/feelings expressed in questions 4a, 4c, and 4d. You can use clarification, probing or direct questioning referring to information from previous questions in seeking to determine the scaled nature of their response.

Question 4f. This question seeks to determine to what extent the instructor feels that career education activities should be infused in the existing curriculum of the school or offered as a distinct unit of study. Infused means, career education activities that are planned and conducted as a part of a course of study.

Separate refers to career education activities that are planned and conducted as distinct groups of activities in the curriculum of the school. It is possible that teachers may see both groups of experiences as legitimate approaches to career education. Some may suggest other approaches. Use clarification and direct questioning to provide practical or illustrative information which can be recorded as comments to describe their response.

A5

INTERVIEW SCHEDULE

FOR

INSTRUCTORS

(Objective #1)

Interviewee: ________________________________ Date: ______________

School: ____________________________ Course taught: ______________

For BOCES TEACHERS:

Number of semesters teaching deaf ______
(include current semester)

Interviewer: ______________________________________

BEGIN THE INTERVIEW WITH:

I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I am interested in obtaining information concerning your beliefs about the purposes of education and about the advantages and disadvantages of deaf students receiving their occupational education at the BOCES Centers. I am also interested in exploring your beliefs about the process of career maturation and career choice and about the school's role in career education and development. Do you have any questions about our meeting before we begin?

After any question have been answered, proceed with the interview.

1. "In the first set of questions, we're interested in seeking your beliefs or views about the purposes or goals of education. We would like to have you explain, insofar as possible, certain elements of your philosophy of education. Let's begin with your ideas about education in general.

   a. "What do you believe are the goals and purposes of education?"

   b. "Are the goals and purposes of education for deaf students different from the goals and purposes of education for the hearing?

      YES ____ NO ____

      (If YES, "Identify in what ways are they different.")

   c. "What are the goals and purposes of occupational education?"

      (1) General views:

      (2) the nature of occupation development vs. exploratory activities, focused mainly on developing work attitudes and values, other priorities:

      (3) the level of skills to be developed:

      (4) the limits to be considered in determining what courses should be offered, how many, and the relationship of the program to local and national employment opportunities.

   d. "How are the goals and purposes of occupational education similar to those of an academically oriented program?"

   e. "How are the goals and purposes of occupational education different from those of an academically oriented program?"

   f. "What differences exist, if any, between the objectives for the courses in the BOCES Occupational Education Center and those pre-vocational courses offered at ________________." (refer to cooperating school for the deaf)."

      (List any occupational education programs at School for the Deaf)

2. "In the second set of questions we're interested in your perceptions of the advantages and disadvantages of occupational education for deaf students as it is offered in the BOCES Occupational Education Center. We'll also be asking you about specific constraints of the program."

    a. "What are the educational advantages of placing deaf students in occupational education programs at the BOCES Occupational Education Center?"

    b. "What are the educational disadvantages of placing deaf students in occupational education programs at the BOCES Occupational Education Center?"

    c. "What are the major constraints of the cooperative occupational education program?"

        (1) busing

        (2) money

        (3) limited enrollment

        (4) lack of support personnel for deaf students

        (5) lack of commitment from faculty and staff at deaf school

        (6) lack of commitment from faculty and staff at BOCES

        (7) other

        (8) other

3. "This next set of questions has been designed to explore your beliefs about the process of career maturation and career choice. Career planning is an important part of people's lives. In the process they have to consider different factors. Further, people have to deal with situations that can influence how they engage in career planning or what they may eventually do."

    a. "What do you believe people should think about when they plan a career."

Factors	Influences

b. "What do students in your classes think about as they plan their careers? What concerns do they mention to you?"

Factors Influences

c. "When do you think people should choose a career?"

d. "Do you think the students in your classes are ready to choose a career?"

e. "Is the process of career choice different for deaf than for hearing students?"

YES ____ NO ____

If YES, "Identify how it is different."

Factors Influences

4. "The following questions deal with the school's role in career education and development."

a. "What should be the goals and objectives of a career education program?

Spontaneous concept of a developmental program: YES ____ NO ____

b. "At what level in the education process should a career education program be started?"

_____ grades 1 - 3

_____ grades 4 - 6

_____ junior high (grade 7, 8)

_____ high school (grades 9 - 12)

c. "What activities does this school provide to aid students in career development and planning?"

d. "What would you add to this school's career development activities?"

e. "How adequate are the career education activities provided with reference to the total career education needs of students?"

☐	☐	☐	☐	☐
completely adequate	very adequate	moderately adequate	barely adequate	inadequate

f. "Should career education activities be infused as a part of existing courses of study and units or should these activities be developed as separate units of study?"

_____ infused

_____ separate

_____ other

Comments:

Infused	Separate	Other

A6

INTERVIEW PROTOCOL

FOR

NEW YORK STATE EDUCATION DEPARTMENT

(Objective #1)

The interview covers six areas of information: (1) the Respondent's philosophy of education as it applies to education in general and to occupational and deaf education in particular, (2) the educational advantages and disadvantages of using BOCES Occupational Education Centers for deaf students, (3) the financing of vocational education programs in New York State, (4) beliefs regarding the process of career maturation and career choice, (5) the application of these beliefs in a career education program, and (6) beliefs about mainstreaming of deaf students. Information gathered will be used to identify consistencies and inconsistencies in philosophy and practice between the state and local levels and to identify the reasons for various practices at the local level.

Most of the questions are open-ended in order to provide the widest possible range of responses. Elaboration and clarification of ideas presented will be very important throughout the interview.

QUESTION 1

Read or paraphrase the introduction to question 1.

Question 1a. This question focuses entirely on R's views concerning the general purposes of education. Follow the ideas presented as carefully as possible. Use reflection to isolate ideas you would like to have elaborated and clarification to seek details which may not be expressed clearly or succinctly.

Question 1b. This question seeks to identify in what ways the R believes the goals and purposes of education for all students are different from the goals and purposes of education for deaf students. If the interviewee offers a "Yes" response or in any way suggests differences, pursue the belief(s) until they can be described on the Interview Schedule being sure to note any differences or additions clearly.

Question 1c. This question focuses on the philosophical aspects of the goals and purposes of occupational education. This question, therefore, provides for more specificity in the beliefs or views of the interviewee. In addition to any general beliefs or ideas that are identified, there are four other areas about which you may need to seek specific information. You should help the interviewees to be as explicit as possible in identifying their beliefs concerning the objectives of occupational education being alert specifically for information relative to (1) their general view of occupational education, (2) attitudes, feelings concerning the development of specific skills for specific jobs; exploration of jobs or job clusters in an occupational field where jobs can be obtained; development of work attitudes and values, (3) the level of job skills to be developed in an occupational training program, (4) the limits to be considered in determining what programs should be offered, how many programs can be offered and the relationship of the occupational training program to employment opportunities locally and nationally.

Questions 1d and 1e. These questions focus on the similarities and differences between occupational education and traditional academic programs. Academically oriented programs refer to those programs that traditionally offer science, language (including English), mathematics and social studies. Such programs are usually geared to preparing students for college entrance. You should use direct questioning, probing or verifying leads to isolate similarities and differences. Follow the interviewee sufficiently close to obtain as much specificity as you need to provide responses that fully describe or detail each goal that has been identified.

If the differences between the goals/purposes of occupational education and traditional academic programs are stated as part of 1d, question 1e can be reworded as follows: "Are there any other differences between the goals and purposes of occupational education and those of traditional academic programs?"

Question 1f. This question allows for further elaboration of any differences that R's believe to exist between the objectives of pre-vocational courses offered at the BOCES Occupational Education Centers and the objectives of vocational courses offered at the cooperating schools for the deaf. Using direct questioning, and probing leads, identify any courses being offered at the school for the deaf that are considered by those in Albany to be above the pre-vocational level. List these courses and the location at which they are being offered.

QUESTION 2

This set of questions focuses primarily on the advantages and disadvantages of occupational education as it is offered in the BOCES Occupational Education Center. The first two questions deal with responsibility for developing and financing programs in occupational education. The next two questions are directed at the philosophical advantages and disadvantages of the BOCES programs, and the remaining questions seek specific information concerning constraints and other elements which can provide practical or illustrative detail. Interviewers should use direct questioning or probing to obtain details which can be used to elaborate philosophical views or beliefs.

Question 2a. This question seeks identification of both the level (federal, state or local) and who at that level (regular school districts, BOCES, etc.) should be responsible for the development of occupational education programs. Specific reasons for the responses should be sought and recorded.

Question 2b. The answer (YES or NO) should be probed and reasons for the responses explained.

Questions 2c and 2d. These questions deal with the advantages and disadvantages of the BOCES programs for deaf students. The interviewer should keep in mind responses to Question 1 using verification to check responses where distortion or inconsistency with the goals and objectives already stated may be suggested.

Question 2e. Items that are identified by R's as constraints in offering an occupational education program should be checked on the Interview Schedule. Other constraints identified or suggested that are not on the check list should be added. If the R's evidence some difficulty in responding, the interviewer can suggest one or two of the areas. Any responses that are NOT spontaneous should be marked with an asterisk (*).

Question 2f. Pursue the answer, YES or NO, in relation to the responses for question 2e. Use clarification, seeking examples and direct questioning leads to identify the reasons for the original response. If original response was YES, identify what aspects of the cooperative programs should be expanded.

QUESTION 3

This set of questions is concerned with the financing of the various vocational education programs in New York State.

Question 3a. This question seeks information concerning the sources of funds for regular BOCES programs. Using direct questioning, clarification and probing to determine the source of these funds, reimbursement practices and and the total contribution (percent) of each source.

Question 3b. Three levels of funding (local, state, and federal) may be mentioned. Identify both the approximate proportion of funds supplied by each and under what conditions they are given (e. g., high numbers of poverty level students, need, population, etc.).

Question 3c. Several different ways of providing occupational education for the deaf exist in New York State. The examples listed in (3) are not complete. Add any other sources that are mentioned, identifying for each source added, the level of funding and the proportion of its contribution.

Question 3d. Different BOCES include different items in their requests for funding for the cooperative program (e. g., interpreters may or may not be included, the coordinator of the program may be paid by BOCES or the School for the Deaf). This question seeks identification of the guidelines that the state used in deciding exactly what is to be funded in the cooperative program.

Question 3e. This question proceeds from laws concerned with vocational education in general to any laws that deal with vocational education for the handicapped, especially the deaf. Using direct questioning, the laws should be identified in enough detail that a short summary of the provisions of each can be written.

Question 3f. This question has four specific parts. Using direct questioning, clarification and probing leads, seek to be as specific as possible for each item.

QUESTION 4

This series of questions has been designed to explore beliefs about the process of career maturation and the nature of choosing a career. In asking these questions, you should identify the major philosophical views/beliefs which seem to be particularly relevant to the occupational education model. It is extremely important to differentiate among perceptions concerning the process of career maturation, the nature of career decision making and the role of career education. Insofar as possible, try to help the interviewee relate general philosophical views of the educative process to those associated with career development.

Question 4a. This question is directed at the process of career maturation and seeks information concerning how the R's view human growth toward career maturity. You should seek to help R's express their beliefs about how individuals grow toward career maturity keeping in mind the process of career evolution over the life span. Therefore, you may need to use direct questioning or probing to explore the dynamics of the process (e.g., stages, nature, parameters). Further, you may need to explore how the interviewee views the relationship of career maturation to the total educative process.

Question 4b. This question focuses solely on the identification of the R's perceptions of differences in the career maturation process between deaf and hearing students. You should keep in mind that you are trying to help them identify differences in the human elements of the career maturation process. Be as explicit as possible in describing the differences.

Question 4c. Question 4c focuses on career decision making and the act of career choice. It is quite possible that some R's may not be able to identify any significant factors. If this occurs, you may suggest one or two of the examples listed on the schedule. In pursuing responses, seek elaboration on the following areas:

(1) the degree of emphasis placed on the experiences of the individual student (very important, somewhat important, not important):

(2) beliefs/perceptions concerning the nature of choice. (Two distinct areas of response should be followed: (a) the nature of career choice - i.e., if one does, in fact, make a choice or whether one evolves a career over a period of time, and, if so, whether one feels that career selection can encompass a series of different career choices; (b) the age span covered in their view of career choice - i.e., the age or ages that they believe career choice should occur. It is possible that some R's may believe career choice should occur at a specific time - e.g., high school graduation or at a specific age; age 18 or over a specified period of time; ages 18-30 or the life span. Interviewers should be sure to qualify all responses by indicating the maximum and minimum ages.)

(3) the relationship between the interviewee's beliefs/perceptions of career choice and the selection of an occupational education sequence as a high school sophomore/junior. Space is provided for recording information in each of these areas as on the Interview Schedule.

QUESTION 5

This series of questions focuses on the application of beliefs regarding career maturation and decision making through the development of educational experiences for students. Insofar as possible, general beliefs regarding the career maturation process should be related to the actual activities which are offered as a part of school programs.

Question 5a. Insofar as possible, the beliefs stated in Question 3 should be related to the responses provided in this question. If R indicates in any way, that the goals and objectives would be different for students of different ages or grade levels, check "Yes" for the concept of a developmental program. Interviewer should not suggest this concept.

Question 5b. The question requires the interviewer to check the appropriate grade level only.

Question 5c. If possible, interviewer should obtain and record why each type of activity is included, relating these responses to Question 4c.

QUESTION 6

This set of questions is designed to elicit the respondents' beliefs regarding mainstreaming in general, mainstreaming for the deaf in particular, and problems involved in the mainstreaming of deaf students. You should be alert throughout the interview to similarities and differences between the views of the respondents and official New York State policy. You may wish to use direct questioning or clarification leads to provide specificity. Verification leads can be used where you want to test or check on the accuracy or consistency of beliefs or to isolate differences or distortions.

Question 6a. This question focuses entirely on their views concerning mainstreaming. Follow the ideas presented as carefully as possible. Use reflection to isolate ideas you would like to have elaborated and clarification to seek details which may not be expressed clearly or succinctly.

Question 6b. This question seeks to identify in what ways the interviewee believes that mainstreaming for the handicapped in general is similar to or different from mainstreaming for the deaf. If the interviewee in any way suggests differences, pursue the beliefs until they can be described clearly on the Interview Schedule.

Question 6c. This question seeks to isolate those elements (or problems) which the R feels are particularly pertinent to mainstreaming deaf students. Use clarification, verifying, direct questioning and probing leads to identify clearly the nature and scope of any problems which the R may mention.

A6

INTERVIEW SCHEDULE

FOR

NEW YORK STATE EDUCATION DEPARTMENT

(Objective #1)

Interviewee:______________________________ Date:_______________

Position or Title:______________________________

Interviewer:__________________________________

1. "In the first set of questions, we're interested in seeking your beliefs or views about the purposes or goals of education. We would like to have you explain, insofar as possible, certain elements of your philosophy of education. Let's begin with your ideas about education in general."

a. "What do you believe are the goals and purposes of education?"

b. "Are the goals and purposes of education for deaf students different from the goals and purposes of education for the hearing?"

YES __ NO __

If YES, "Identify in what ways are they different."

c. "What are the goals and purposes of occupational education?"

(1) general views:

(2) whether occupational education should be skill oriented, exploratory, focused mainly on developing work attitudes and values, other priorities:

(3) the level of skills to be developed:

(4) the limits to be considered in determining what courses should be offered, how many, and the relationship of the program to local and national employment opportunities.

d. "How are the goals and purposes of occupational education similar to those of an academically oriented program?"

e. "How are the goals and purposes of occupational education different from those of an academically oriented program?"

f. "What differences exist, if any, between the objectives for the programs in the BOCES Occupational Education Centers and those pre-vocational courses offered at the home schools for the deaf?"

2. "In the second set of questions we're interested in your perceptions of the advantages and disadvantages of occupational education for deaf students as it is offered in the BOCES Occupational Education Center. We'll also be inquiring about specific constraints of the program."

   a. "Who should be responsible for developing programs in occupational education?"

   b. "Should those who develop programs also be responsible for financing them?"

c. "What are the educational advantages of using the BOCES programs for the occupational education of the deaf?"

d. "What are the educational disadvantages of using the BOCES programs for the occupational education of the deaf?"

e. "What are the major constraints of the cooperative occupational education program?"

(1) busing

(2) money

(3) limited enrollment

(4) lack of support personnel for deaf students

(5) lack of commitment from faculty and staff at deaf school

(6) lack of commitment from faculty and staff at BOCES

(7) other

(8) other

f. "Would you encourage the expansion of the BOCES cooperative education programs?"

YES __ NO __

If YES, "What would you like to see expanded?"

If NO, "Why not?"

3. "In the following questions we'll be asking about the financing of the different vocational education programs in New York State."

a. "What are the current sources of funds for "regular" students attending occupational education courses at BOCES?"

b. "What are the current sources of funds for occupational education programs in the large cities such as Buffalo, Rochester, and New York City?"

c. "What are the current sources of funds for occupational education programs for deaf students?"

(1) cooperative program between BOCES and schools for the deaf

(2) programs housed in schools for the deaf

(3) other, (e.g., St. Mary's in Buffalo, BOCES hard of hearing units)

d. "In the cooperative programs between BOCES and the schools for the deaf, how is it decided what will be funded by the State?"

e. (1) "What specific laws in New York State are concerned with vocational education?"

(2) "Do any of these laws deal specifically with the vocational education of the deaf or other handicapped persons?"

f. "What happens at the State level?"

(1) "Who controls the funds?"

(2) "Who approves the programs to be funded?"

(3) "How does an institution qualify for funding?"

(4) "How do agencies here at the State level cooperate on funding?"

4. "This next set of questions has been designed to explore your beliefs about the process of career maturation and career choice."

   a. "What do you believe about the process of career maturation?"

      (1) Stages

      (2) Nature

      (3) Relationship to educative process

   b. "Is the process of career maturation essentially the same for both deaf and hearing students?"

      YES __ NO __

      If NO, "In what respects is it different?"

   c. "What factors are most important in influencing career decision?"

      __ self concept

      __ occupational information

      __ parental advice or pressure

      __ economic trends or conditions

      __ individual interests and/or abilities

      __ physiological characteristics

      __ other

      __ other

(1) the importance of the experiences of the individual student

__very important __somewhat important __not important

(2) beliefs/perceptions concerning the nature of career choice or when a student should make a career choice

(3) the relationship between career choice perceptions/beliefs and the selection of an occupational education sequence as a high school sophomore/junior.

5. "The following questions deal with the role of the schools in career education and career development."

a. "What should be the goals and objectives of a career education program?"

Spontaneous concept of a developmental program: YES __ NO __

b. "At what level in the education process should a career education program be started?"

__grades 1-3

__grades 4-6

__junior high (grades 7, 8)

__high school (grades 9-12)

c. "What type of activities should be included in a career education program?"

6. "Mainstreaming is one of the innovations in the education of the handicapped being heralded today."

   a. "What are your beliefs about mainstreaming?"

   b. "How do you feel about mainstreaming deaf students?"

   c. "What specific problems do you feel are involved in mainstreaming deaf students?"

APPENDIX B

Instrumentation for Objective 2

B-1	The Stanford Achievement Test
B-2	Hall Occupational Orientation Inventory (Standard & Adapted Forms)
B-3	Career and Educational Aspirations Questionnaire (1976-77 & 1977-78)
B-4	Communication Profile
B-5	Work Values Inventory
B-6	Career Maturity Inventory (Adapted Form)
B-7	Parent Questionnaire (Part II - Index of Social Position)
B-8	Student Information Form
B-9	Career and Educational Aspirations Interview Protocol and Schedule (1976-77 and 1977-78)

B2

HALL OCCUPATIONAL ORIENTATION INVENTORY

Adult Basic Level

L. G. Hall

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B3
1976-77

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CAREER AND EDUCATIONAL ASPIRATIONS QUESTIONNAIRE[1]

Directions: In this booklet, you will be asked questions about your work interests and educational plans. Each question is important. Read each question carefully and answer it as best you can. There are no right or wrong answers. Pick the ones that best describe you.

Mark only one answer for each question. Sometimes the directions tell you to mark more than one answer. Then mark more than one answer. The separate answer sheet has a special place for each question. Mark your answer to each question by crossing out the number or letter on the answer sheet which goes with your choice. If you make a mistake, carefully erase your mark. Do not make any marks in this booklet.

TURN TO NEXT PAGE

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Name:____________________

B4

INDIVIDUAL COMMUNICATION PROFILE

The purpose of the Individual Communication Profile is to assess each student enrolled at BOCES in regard to his/her various communication skills. The expressive skills of speaking, writing and manual communication are included. There are scales for the receptive skills of speechreading, manual communication and reading.

Each scale contains six levels of skill with one being the lowest level and six the highest. Ratings are not to be considered equal across scales. For example, a rating of six in reading may not be equal to a rating of six in receptive manual communication.

Directions

1. If a student can do any of the skills listed on the scale at a given level, give him/her that rating. He/She does not need to be able to do all the skills at a level.

2. If a student is performing at two levels on the same scale, choose the level with the higher number.

3. Rate only the students with whom you are familiar. Mark DK (don't know) for students you don't know.

4. Rate a student only on those scales where you are aware of his/her skills. For example, the audiologist may know a student in all areas except reading and writing. He/She should rate the students in the areas with which he/she is familiar and mark DK (don't know) for the reading and writing scales.

5. Complete the list of students on each page of the Profile before going to the next page.

6. Please do not talk about the ratings with other persons. We want your impressions.

INDIVIDUAL COMMUNICATION PROFILE

EXPRESSIVE

STUDENTS

VEL OF ILL	SPEAKING
1	No speaking ability; vocalizations are unintelligible.
2	Speaks with few words using limited or no sentence structure; speech is generally unintelligible.
3	Speaks some simple words and some 3-4 word phrases; vocalizes spontaneously but usually unintelligibly.
4	Speaks many words using short, complete sentences although sometimes incomprehensibly; speech is intelligible to a listener familiar with speaker's speech patterns; speech is fair with key words being more intelligible.
5	Speaks clear enough to converse, answer questions and communicate ideas and feelings; speaks in full, complete sentences, speaks spontaneously; could use technical terms if trained.
6	Speaks clearly and articulately; handles all communications; communicates concepts fluently.

INDIVIDUAL COMMUNICATION PROFILE

EXPRESSIVE

STUDENTS

EVEL OF ILL	WRITING
1	Unable to write more than a few words or names. No sentence structure.
2	Writes with poor sentence structure; limited vocabulary but can prepare short, simple messages or reports; can prepare simple number reports. Would be able to complete most application forms.
3	Handles standard writing and word reproduction tasks adequately; restricted vocabulary and communicates best with concrete and practical ideas.
4	Writes well though not imaginatively or creatively; uses average vocabulary; able to express concrete ideas clearly but doesn't do as well with abstract thoughts.
5	Can write reports and is capable of handling technical writing; has a good, but not extensive vocabulary, has a facility for expressing his ideas in written form, can write abstract as well as concrete thoughts; writes descriptively.
6	Writes fluently; has extensive vocabulary and high degree creativity with written word; expresses his ideas and feelings with imagination and originality.

INDIVIDUAL COMMUNICATION PROFILE

EXPRESSIVE

VEL OF ILL	MANUAL COMMUNICATION
1	No signing and/or fingerspelling ability.
2	Signs and/or fingerspells short, simple words only.
3	Signs and/or fingerspells using short phrases; complete sentences are a rarity.
4	Signs and/or fingerspells in short, complete sentences.
5	Signs and/or fingerspells clearly; can answer questions and communicate ideas; uses complete sentences; unable to handle abstract and difficult ideas.
6	Signs and/or fingerspells clearly, is able to handle all communications well including abstract ones and those involving technical terms.

STUDENTS

INDIVIDUAL COMMUNICATION PROFILE

RECEPTIVE

VEL F LL	SPEECHREADING
1	No speechreading capability.
2	Speechreading limited to a few, single, common words.
3	Speechreads poorly with many errors; is able to read simple sentences and directions.
4	Speechreads moderately well; but with some difficulty and error.
5	Speechreads well; has difficulty only with more difficult communications.
6	Speechreads extremely well; does not need fingerspelling or signing for understanding.

STUDENTS

INDIVIDUAL COMMUNICATION PROFILE

RECEPTIVE

VEL F LL	MANUAL COMMUNICATION
1	Is unable to read fingerspelling and/or signing.
2	Is able to read fingerspelling and/or signs for only a few single, common words.
3	Reads fingerspelling and/or signing poorly with many errors, is able to read simple sentences and directions.
4	Reads fingerspelling and/or signing moderately well; but with some difficulty and error.
5	Reads fingerspelling and/or signing well; has difficulty only with more difficult communications.
6	Reads fingerspelling and/or signing extermely well; has no difficulties understanding even difficult communications.

STUDENTS

INDIVIDUAL COMMUNICATION PROFILE

RECEPTIVE

EVEL OF KILL	READING
1	Cannot read but can recognize words like "stop", "sign here".
2	Can read directions and messages.
3 3	Understands written material of an elementary nature that is written in short, easy sentences; requires simplification of grammatical and syntactic structures.
4	Understands written material of an elementary nature, including easy novels and non-technical material, by reading alone. Is unable to grasp the meaning of complex words or involved ideas through reading.
5	Is able to gain understanding (by reading alone) of creative, human interest, news and other non-technical material; would be able to handle some technical subject matter and terminology with training.
6	Is able to gain understanding (by reading alone) of difficult written material including abstract, theoretical and technically oriented material.

STUDENTS

B5

WORK VALUES INVENTORY

Donald E. Super

Name ______________________ Grade ______ Date ______________

School ______________________ Teacher ______________________

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B6

CAREER MATURITY INVENTORY

ATTITUDE SCALE

John O. Crites, Ph. D.

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B6

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CAREER MATURITY INVENTORY

COMPETENCE TEST

PART IV

Looking Ahead

Name ______________________ Grade _______ Date ____________

School ______________________ Teacher ______________________

DIRECTIONS

For each question in this part you are given a type of job. Then you are told three things someone might do to prepare for that job. You must decide the right way to complete those steps. Write the steps in the right order in the blanks. If you do not know how to complete those steps, mark the space beside "I don't know."

Work until you reach STOP. You may go back and check your work.

WAIT

B6

CAREER MATURITY INVENTORY

COMPETENCE TEST

Jonn O. Crites, Ph.D.

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B7
1976-77

QUESTIONNAIRE FOR PARENTS
1976-77

Name of father ______________________ **Name of mother** ______________________

Name of student ______________________ **Date** ______________________

School attended ______________________

The following questions are concerned with your experiences and your attitudes about your son or daughter's attending the BOCES Occupational Education Center. This information will be helpful in a research project involving the schools for the deaf and the BOCES occupational education centers across New York State. All responses will be kept confidential.

Both husband and wife should answer the questions. The entire questionnaire should take about 15 minutes of your time.

When the questionnaire is completed, please return it to us in the enclosed envelope.

PART I

The first two questions are concerned with the activities and concerns that took place before your son or daughter started at the Occupational Education Center or just as he/she began going there.

1. Below is a list of things that you might have had an opportunity to do before your son or daughter started taking courses at the Occupational Education Center. Check the ones that you did.

Mother	Father	
___	___	I attended an informational meeting for parents at the School for the Deaf.
___	___	I attended an informational meeting for parents at the Occupational Education Center.
___	___	I received a list of the courses offered at the Occupational Education Center.
___	___	I met my child's teacher at the Occupational Education Center.
___	___	I met the coordinator of the program for the deaf students.
___	___	I met with my child's counselor and we talked about his/her attending the Occupational Education Center.
___	___	I visited the Occupational Education Center and saw the classes in session.
___	___	Other (please specify)
___	___	Other

2. When your son or daughter began attending the Occupational Education Center what were you concerned about? (Check as many as were true then.)

Mother	Father	
___	___	Will it be worthwhile educationally?
___	___	Will it interfere with his school work at the School for the Deaf?
___	___	Is the transportation safe?
___	___	Will he/she learn something that will be useful to him/her
___	___	Will he/she be able to learn in a classroom with hearing students?
___	___	Will he/she get the help needed so he/she learns the most possible.
___	___	Will the hearing students make fun of him/her?
___	___	Is the learning setting safe?
___	___	Other (please specify)
___	___	Other
___	___	Other

The following questions deal with the decision-making process that occurred when your son/daughter began attending the Occupational Education Center.

3. To what extent were you in favor of having your child attend the Occupational Education Center?

Mother	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐
	Strongly in favor	In favor	Neutral	Not in favor	Strongly not in favor

4. To what extent do you believe you were involved in the decision to have your child attend the Occupational Education Center?

Mother	☐	☐	☐
Father	☐	☐	☐
	It was our decision alone	We and others made the decision together	The decision was made by someone else

5. To what extent do you believe your child was involved in the decision to attend the Occupational Education Center?

	He made the decision by himself	He made the decision with help from others	He did not help make the decision. It was made by others.
Mother	☐	☐	☐
Father	☐	☐	☐

6. Which statement best describes how you feel about the actions of the staff at the School for the Deaf in the decision for your child to attend the Occupational Education Center?

Mother	Father	
☐	☐	It was their decision.
☐	☐	The decision was left to the child.
☐	☐	They expressed their preference, but the decision was left to us.
☐	☐	They expressed their preference, but the decision was left to the child.

7. Who chose the course your son/daughter is taking at the Occupational Education Center?

Mother	Father	
☐	☐	Someone at the School for the Deaf
☐	☐	Our son or daughter
☐	☐	We, as parents
☐	☐	It was a group decision involving (check as many as apply)

M	F	
___	___	our son/daughter
___	___	us as parents
___	___	the School for the Deaf

8. Which statement best describes your attitude about the course your child is taking at the Occupational Education Center?

Mother	Father	
___	___	I would approve of any course he/she takes at the Center.
___	___	I approve of the course he/she is taking; there are others I would not approve.
___	___	I don't approve of the course he is taking, but there are others I would approve.
___	___	I don't approve of the course he/she is taking and I don't approve of any of the courses offered at the Center.

The following questions explore your beliefs regarding the value of the programs at the Occupational Education Center and the amount of information you receive about your child's work there.

9. What do you believe are the benefits your child is receiving from the BOCES Occupational Education Center?

Mother:

Father:

10. What do you believe are the drawbacks of your child's attending the Occupational Education Center?

Mother:

Father:

11. **What information are you getting about your child's work at the Occupational Education Center from the Occupational Education Center itself?**

Mother:

Father:

12. **What information are you getting about your child's work at the Occupational Education Center from the School for the Deaf?**

Mother:

Father:

13. **What information would you like to get?**

Mother:

Father:

PART II

Parents' occupation and level of education. We need information on your work and the amount of schooling you have had. This will be kept confidential and will be used for purposes of grouping the information we receive.

	Mother	Father
1. Job title	____	____
	____	____
	____	____
2. Name of Employer or Company	____	____
	____	____
3. Briefly describe your job duties	____	____
	____	____
	____	____
	____	____

4. Please mark the highest level of education you have completed.

Mother	Father	
____	____	Graduate Professional Training (has a graduate degree)
____	____	Standard College or University Graduation (finished a four-year college program)
____	____	One- or Two-Year Program above the high school level (completed a program in a junior college, trade school, etc.)
____	____	Partial College Training (completed at least one semester of college but did not complete a full program)
____	____	High School Graduate
____	____	High School (attended but did not graduate)
____	____	Eight years of school or less

B7
1977-78

QUESTIONNAIRE FOR PARENTS

1977-1978

Name of father____________________________ Name of mother____________________

Name of Student____________________________ Date____________________

School attended____________________________

The following questions are concerned with your experiences and your attitudes about your son or daughter's attending the BOCES Occupational Education Center. This information will be helpful in a research project involving the schools for the deaf and the BOCES occupational education centers across New York State. All responses will be kept confidential.

You may have completed a questionnaire last year. If so, the information you gave us has been very helpful. It is important that we know of your experiences each year your child is in BOCES. Therefore, we are asking you to take the time again to complete the following pages.

Both husband and wife should answer the questions. The entire questionnaire should take about 30 minutes of your time.

When the questionnaire is completed, please return it to us in the enclosed envelope. Thank you for your help, time and consideration.

PART I

The first two questions are concerned with the activities and concerns that took place before your son or daughter started at the BOCES or just as he/she began going there.

1. Below is a list of things that you had an opportunity to do before your son or daughter started taking courses at the Occupational Education Center. Circle "yes" for the things you did and "no" for the items you did not do.

Mother		Father		
yes	no	yes	no	I attended an informational meeting for parents at the School for the Deaf.
yes	no	yes	no	I attended an informational meeting for parents at the BOCES.
yes	no	yes	no	I received a list of the courses offered at the BOCES.
yes	no	yes	no	I met my child's teacher at the BOCES.
yes	no	yes	no	I met the coordinator of the program for the deaf students.
yes	no	yes	no	I met with my child's counselor and we talked about his/her attending the BOCES.
yes	no	yes	no	I visited the BOCES and saw the classes in session.
yes	no	yes	no	Other (please specify)
yes	no	yes	no	Other

2. When your son or daughter began attending the BOCES what were you concerned about? Circle "yes" or "no" for each item. Remember we want to know your concerns before your child began attending BOCES.

Mother		Father		
yes	no	yes	no	I was worried whether it would be worthwhile educationally.
yes	no	yes	no	I was worried whether it would interfere with his school work at the School for the Deaf.
yes	no	yes	no	I wondered if the transportation was safe.
yes	no	yes	no	I wondered if he/she would learn something that will be useful to him/her.
yes	no	yes	no	I wondered if he/she would be able to learn in a classroom with hearing students.
yes	no	yes	no	I wondered if he/she would get the help needed so he/she could learn the most possible.
yes	no	yes	no	I wondered if the hearing students would make fun of him/her.
yes	no	yes	no	I wondered if the learning setting was safe.
yes	no	yes	no	I wondered if the teacher had taught deaf students before or has any background in the area of deafness.
yes	no	yes	no	Other

The following questions deal with the decision-making process that occurred when your son/daughter began attending BOCES.

3. Were you in favor of having your child attend BOCES?

Mother	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐
	Strongly in favor	In favor	Neutral	Not in favor	Strongly not in favor

4. Whose idea was it first for your child to go to BOCES? (Check only one)

Mother	Father	
☐	☐	Someone at the School for the Deaf?
☐	☐	Our son's or daughter's
☐	☐	Ours, as parents (either one or both)

5. Who was involved in the process of deciding if your son or daughter would go to BOCES?

Mother	Father	
☐	☐	Person (or Persons) at the School for the Deaf.
☐	☐	Our son or daughter.
☐	☐	We, as parents (either one or both)
☐	☐	It was a group process involving (check as many as apply).

☐ Our son or daughter

☐ We as parents (either one or both)

☐ The School for the Deaf

6. Who made the final decision that your child was going to BOCES. (Check only one.)

Mother	Father	
☐	☐	The School for the Deaf
☐	☐	Our son or daughter
☐	☐	We as parents (either one or both)

7.A. Who chose the course or courses your son/daughter is taking at BOCES?

Mother	Father	Someone at the School for the Deaf
☐	☐	Someone at the School for the Deaf
☐	☐	Our son or daughter
☐	☐	We, as parents
☐	☐	It was a group decision involving (check as many as apply)

Mother	Father	
☐	☐	our son/daughter
☐	☐	as parent
☐	☐	the School for the Deaf

B. To your knowledge was any test administered to find out which program areas your child had interests in.

	Yes	No
Mother	☐	☐
Father	☐	☐

8. Which statement best describes your attitude about the course your child is taking at BOCES?

Mother	Father	
___	___	I would approve of any course he/she takes at the Center.
___	___	I approve of the course he/she is taking; there are others I would not approve.
___	___	I don't approve of the course he is taking, but there are others I would approve.
___	___	I don't approve of the course he/she is taking and I don't approve of any of the courses offered at the Center.

9. We are interested in what you believe to be the benefits your child is receiving from BOCES. Please circle yes (Y) or no (N) for each item listed. Please add any other benefits you feel important at the end of the list.

Mother		Father		It is good that:
Y	N	Y	N	My child is learning a trade.
Y	N	Y	N	My child will have a better chance of getting a job.
Y	N	Y	N	My child can explore different job areas.
Y	N	Y	N	What is learned at BOCES will be helpful no matter what job he/she gets.
Y	N	Y	N	My child can find out if he/she likes certain kinds of work.
Y	N	Y	N	My child can find out what abilities or skills he/she has.
Y	N	Y	N	My child will be happier.
Y	N	Y	N	My child will be able to develop self confidence.
Y	N	Y	N	My child will have more opportunities for success in school.
Y	N	Y	N	He/she will have a better attitude toward school.
Y	N	Y	N	He/she will be in a class with hearing students.
Y	N	Y	N	My child will learn to communicate with hearing students.
Y	N	Y	N	My child will learn better to communicate with adults. who do not know how to talk very well with deaf students.
Y	N	Y	N	My child will be more able to function in the hearing world.
Y	N	Y	N	Other (please specify)
Y	N	Y	N	I don't believe there are any benefits to my child going to BOCES.

10. Which of the following do you believe are disadvantages to your child's going to BOCES? Please circle yes (Y) or no (N) for each item listed. Add any other things you see as drawbacks at the end of the list.

Mother		Father		It is a drawback that:
Y	N	Y	N	My child has less time for his school work at the School for the Deaf.
Y	N	Y	N	My child cannot take the courses he/she wants at the School for the Deaf.
Y	N	Y	N	My child has less time to be with his/her friends at the School for the Deaf.
Y	N	Y	N	My child has less time for clubs, sports, etc. at the School for the Deaf.
Y	N	Y	N	Transportation to BOCES takes too much time.
Y	N	Y	N	Going to and from BOCES each day is dangerous.
Y	N	Y	N	Two and ½ hours at BOCES is too long to spend on one course.
Y	N	Y	N	Two and ½ hours at BOCES is too little time to spend learning a trade.
Y	N	Y	N	The training received at BOCES is too little to be helpful later.
Y	N	Y	N	My child won't be able to get a job in the area he/she is being trained in.
Y	N	Y	N	Students miss too much time at BOCES because the School for the Deaf has a different schedule
Y	N	Y	N	Hearing students ignore deaf students.
Y	N	Y	N	Hearing students tease deaf students.
Y	N	Y	N	Teachers do not know sign language.
Y	N	Y	N	There are not enough interpreters.
Y	N	Y	N	My child can't get the extra help he/she needs.
Y	N	Y	N	Other (please specify).
Y	N	Y	N	There are no drawbacks to my child's going to BOCES.

11. While your child is in BOCES this year what information would you like to receive? Circle yes (Y) if you want the information; circle no (N) if you don't want the information or if you already have the information.

a. ABOUT THE PROGRAM AND BOCES.

(1) I want to find out:

Mother		Father		
Y	N	Y	N	More information about what is taught in my child's BOCES course.
Y	N	Y	N	How advanced the BOCES training is.
Y	N	Y	N	What kinds of jobs the BOCES training leads to.
Y	N	Y	N	If the staff at BOCES will help my child get a job when he/she graduates.
Y	N	Y	N	If deaf people are hired for the jobs my child is preparing for in his/her BOCES program.
Y	N	Y	N	If there are jobs available near home.

b. ABOUT MY CHILD'S WORK AND EXPERIENCES AT BOCES:

(1) I want to receive:

Mother		Father		
Y	N	Y	N	Report cards regularly giving his/her grades.
Y	N	Y	N	Written reports telling how he/she's doing.

(2) I want to have a conference with his/her:

Mother		Father		
Y	N	Y	N	Teacher at BOCES.
Y	N	Y	N	Coordinator at BOCES.
Y	N	Y	N	Counselor at BOCES.
Y	N	Y	N	Other (please specify).

(3) I want to find out:

Mother		Father		
Y	N	Y	N	How well he/she's doing in class.
Y	N	Y	N	How I can help my child if he/she needs help.
Y	N	Y	N	If he/she will be skilled enough to be employed in this area.
Y	N	Y	N	What his/her attitude is toward work.
Y	N	Y	N	What his/her attitude is toward other persons in class at BOCES.
Y	N	Y	N	If he/she gets along with hearing students.
Y	N	Y	N	If he/she tries to communicate with hearing students.
Y	N	Y	N	If he/she understands directions.
Y	N	Y	N	If he/she can work alone.
Y	N	Y	N	Other (please specify).

PART II

Parents' occupation and level of education. We need information on your work and the amount of schooling you have had. This will be kept confidential and will be used for purposes of grouping the information we receive.

	Mother	Father
1. Job title	________________	________________
	________________	________________
	________________	________________
2. Name of Employer or Company	________________	________________
	________________	________________
3. Briefly describe your job duties	________________	________________
	________________	________________
	________________	________________
	________________	________________

4. Please mark the highest level of education you have completed.

Mother	Father	
___	___	Graduate Professional Training (has a graduate degree)
___	___	Standard College or University Graduation (finished a four-year college program)
___	___	One- or Two-Year Program above the high school level (completed a program in a junior college, trade school, etc.)
___	___	Partial College Training (completed at least one semester of college but did not complete a full program)
___	___	High School Graduate
___	___	High School (attended but did not graduate)
___	___	Eight years of school or less

B7
1978-79

QUESTIONNAIRE FOR PARENTS

FORM O

1978-1979

Name of father____________________ Name of mother____________________
first last first last

Name of student____________________ Date____________________.
first last

School attended____________________

The following questions are concerned with your experiences and your attitudes about your son or daughter's attending the BOCES Occupational Education Center. This information will be helpful in a research project involving the schools for the deaf and the BOCES occupational education centers across New York State. All responses will be kept confidential.

You may have completed a questionnaire last year. If so, the information you gave us has been very helpful. It is important that we know of your experiences each year your child is in BOCES. Therefore, we are asking you to take the time again to complete the following pages.

Both husband and wife should answer all questions. Please don't answer for the other person, but feel free to discuss your responses with each other. The entire questionnaire should take about 20 minutes of your time.

When the questionnaire is completed please return it to us in the enclosed envelope. Thank you for your help, time and consideration.

PART I

The first four questions deal with your child's attendance at BOCES this year.

1. Are you in favor of having your child attend BOCES?

Mother	☐	☐	☐	☐	☐	(Check only one)
Father	☐	☐	☐	☐	☐	(Check only one)
	Strongly in favor	In favor	Neutral	Not in favor	Strongly not in favor	

2a. Who chose the course or courses your son/daughter is taking at BOCES?

Mother	Father	
☐	☐	Someone at the School for the Deaf
☐	☐	Our son or daughter
☐	☐	We, as parents

2b. To your knowledge was any test administered to find out which occupational areas your child had interests in.

Mother	Father	
☐	☐	YES
☐	☐	NO
☐	☐	Don't Know

3. Which statement best describes your attitude about the course your child is taking at BOCES?

Mother	Father	
____	____	I would approve of any course he/she takes at the Center.
____	____	I approve of the course he/she is taking; there are others I would not approve.
____	____	I don't approve of the course he is taking, but there are others I would approve.
____	____	I don't approve of the course he/she is taking and I don't approve of any of the courses offered at the Center.

4a. Think about your child's interests and abilities. Do you believe he or she is in the course that is best for him or her at BOCES?

Mother		Father	
☐	☐	☐	☐
Yes	No	Yes	No

If you checked no, skip question 4b and continue with the questionnaire.
If you checked yes, answer only question 4b and go directly to question 5.

4b. Even though you believe this course is best for your child, what do you dislike about it.

Mother:

Father:

4c. What do you dislike about this course for your child?

Mother:

Father:

4d. What course would you prefer for your child to take?

Mother:

Father:

5. We are interested in the benefits you believe your child is receiving from BOCES. Please Y (yes) or N (no) for each of the following items. ANSWER ALL ITEMS. Add any other benefits you believe are important at the end of the list.

Mother		Father		By attending BOCES, my child:
Y	N	Y	N	is learning a trade.
Y	N	Y	N	will have a better chance of getting a job.
Y	N	Y	N	can explore different job areas.
Y	N	Y	N	will be helped, no matter what job he/she gets.
Y	N	Y	N	can find out if he/she likes certain kinds of work.
Y	N	Y	N	can find out what abilities or skills he/she has.
Y	N	Y	N	will be happier.
Y	N	Y	N	will be able to develop self confidence.
Y	N	Y	N	will have more opportunities for success in school.
Y	N	Y	N	will have a better attitude toward school.
Y	N	Y	N	will be in a class with hearing students.
Y	N	Y	N	will learn to communicate with hearing students.
Y	N	Y	N	will learn better to communicate with adults who do not know how to talk very well with deaf students.
Y	N	Y	N	will be more able to function in the hearing world.
				Other (please specify)

6. We are also interested in what you believe are the disadvantages to your child's attending BOCES. Please circle Y (yes) or N (no) for each of the following items. ANSWER ALL ITEMS. Add any other disadvantages at the end of the list.

Mother		Father		It is a disadvantage that my child:
Y	N	Y	N	has less time for his school work at the School for the Deaf.
Y	N	Y	N	cannot take the courses he/she wants at the School for the Deaf.
Y	N	Y	N	has less time to be with his/her friends at the School for the Deaf.
Y	N	Y	N	has less time for clubs, sports, etc. at the School for the Deaf.
Y	N	Y	N	spends too much time traveling to BOCES and back.
Y	N	Y	N	is in danger traveling to BOCES by bus.
Y	N	Y	N	finds that two and 1/2 hours at BOCES is too long to spend on one course.
Y	N	Y	N	finds that two and 1/2 hours at BOCES is too little time to spend learning a trade.
Y	N	Y	N	is not learning enough to get a job in this area later.
Y	N	Y	N	won't be able to get a job in this area because of his/her deafness.
Y	N	Y	N	won't be able to get a job in this occupation because no jobs are available.
Y	N	Y	N	misses too many days at BOCES because the School for the Deaf has a different school calendar.
Y	N	Y	N	is ignored by hearing students.
Y	N	Y	N	is teased by hearing students.
Y	N	Y	N	can't communicate with the teacher because the teacher doesn't know sign language.
Y	N	Y	N	cannot have an interpreter to help as often as needed.
Y	N	Y	N	can't get the extra help he/she needs.
				Other (specify)

7a. Please indicate what you would like to learn about the program and BOCES while your child is there this year. Circle K (know) if you already have enough information. Circle Y (yes) if you do want the information and don't know it. Circle N (no) if you don't have the information and are not really interested in getting it.

Mother			Father			
K	Y	N	K	Y	N	More information about what is taught in my child's BOCES course.
K	Y	N	K	Y	N	How advanced the BOCES training is.
K	Y	N	K	Y	N	What kinds of jobs the BOCES training leads to.
K	Y	N	K	Y	N	If the staff at BOCES will help my child get a job when he/she graduates.
K	Y	N	K	Y	N	If deaf people are hired for the jobs my child is preparing for in his/her BOCES program.
K	Y	N	K	Y	N	If there are jobs available near home.

7b. How would you like to receive the information about your child's work? Circle R (receive) if you already receive information is this way. Circle Y (yes) if you want to receive this but don't or haven't. Circle N (no) if you don't receive this and really don't want to.

Mother			Father			
R	Y	N	R	Y	N	Regular report cards giving his/her grades.
R	Y	N	R	Y	N	Written progress reports telling how he/she's doing.
R	Y	N	R	Y	N	Skill lists showing the skills he/she has learned.

7c. (1) Do you want to have a conference with someone about your child's work? If so, with whom? Circle H (have) for someone you already have had a conference with. Circle Y (yes) for someone you want a conference with but have not done so, Circle N (no) for someone you don't want to have a conference with. Write in anyone else that is not listed that you want a conference with. Use their name if you don't know their title.

Mother			Father			
H	Y	N	H	Y	N	Teacher at BOCES
H	Y	N	H	Y	N	Coordinator at BOCES
H	Y	N	H	Y	N	Counselor at BOCES
______			______			Other at BOCES (specify)
______			______			Other at School for the Deaf (specify)

7c (2) If you would like a conference or if you are already having conferences about your child's work at BOCES, please answer the following items. Circle K (known) if this is not a conference topic for you. Circle Y (yes) if you want to find this out during the conference. Circle N (no) if you do not know this and don't want to discuss it during the conference.

Mother	Father	I want to find out:
K Y N	K Y N	How well he/she's doing in class.
K Y N	K Y N	How I can help my child if he/she needs help.
K Y N	K Y N	If he/she is developing enough skill to be employed in this job area.
K Y N	K Y N	What his/her attitude is in the class at BOCES.
K Y N	K Y N	What his/her attitude is toward other persons in the class at BOCES.
K Y N	K Y N	If he/she gets along with hearing students.
K Y N	K Y N	If he/she tries to communicate with hearing students.
K Y N	K Y N	If he/she understands directions.
K Y N	K Y N	If he/she can work alone.
_____	_____	Other (please specify).

PART II

Parents' occupation and level of education. We need information on your work and the amount of schooling you have had. This will be kept confidential and will be used for purposes of grouping the information we receive.

	Mother	Father
1. Job title	____________	____________
	____________	____________
	____________	____________
2. Name of Employer or Company	____________	____________
	____________	____________
3. Briefly describe your job duties	____________	____________
	____________	____________
	____________	____________
	____________	____________

4. Please mark the highest level of education you have completed.

Mother	Father	
____	____	Eight years of school or less
____	____	High School (attended but did not graduate)
____	____	High School Graduate
____	____	Partial College Training (completed at least one semester of college but did not complete a full program)
____	____	One- or Two-Year Program above the high school level (completed a program in a junior college, trade school, etc.)
____	____	Standard College or University Graduation (finished a four-year college program)
____	____	Graduate Professional Training (has a graduate degree)

B7

1978-79

QUESTIONNAIRE FOR PARENTS

FORM H

1978-1979

Name of father________________________ Name of mother________________________
first last first last

Name of student____________________________ Date____________________
first last

School attended____________________________

The following questions are concerned with your experiences and your attitudes about your son or daughter's attending the BOCES Occupational Education Center. This information will be helpful in a research project involving the schools for the deaf and the BOCES occupational education centers across New York State. All responses will be kept confidential.

Both husband and wife should answer all questions. Please don't answer for the other person, but feel free to discuss your responses with each other. The entire questionnaire should take about 30 minutes of your time.

When the questionnaire is completed, please return it to us in the enclosed envelope. Thank you for your help, time and consideration.

PART I

The first two questions are concerned with the activities and concerns that took place before your son or daughter started at the BOCES or just as he/she began going there.

1. Below is a list of things that you had an opportunity to do before your son or daughter started taking courses at the Occupational Education Center. Circle "yes" for the things you did and "no" for the items you did not do.

Mother		Father		
yes	no	yes	no	I attended an informational meeting for parents at the School for the Deaf.
yes	no	yes	no	I attended an informational meeting for parents at the BOCES.
yes	no	yes	no	I received a list of the courses offered at the BOCES.
yes	no	yes	no	I met my child's teacher at the BOCES.
yes	no	yes	no	I met the coordinator of the program for the deaf students.
yes	no	yes	no	I met with my child's counselor and we talked about his/her attending the BOCES.
yes	no	yes	no	I visited the BOCES and saw the classes in session.
yes	no	yes	no	Other (please specify)
yes	no	yes	no	Other

2. When your son or daughter began attending the BOCES what were you concerned about? Circle "yes" or "no" for each item. Remember we want to know your concerns before your child began attending BOCES.

Mother		Father		
yes	no	yes	no	I was worried whether it would be worthwhile educationally.
yes	no	yes	no	I was worried whether it would interfere with his school work at the School for the Deaf.
yes	no	yes	no	I wondered if the transportation was safe.
yes	no	yes	no	I wondered if he/she would learn something that will be useful to him/her.
yes	no	yes	no	I wondered if he/she would be able to learn in a classroom with hearing students.
yes	no	yes	no	I wondered if he/she would get the help needed so he/she could learn the most possible.
yes	no	yes	no	I wondered if the hearing students would make fun of him/her.
yes	no	yes	no	I wondered if the learning setting was safe.
yes	no	yes	no	I wondered if the teacher had taught deaf students before or has any background in the area of deafness.
yes	no	yes	no	Other

The following questions deal with the decision-making process that occurred when your son/daughter began attending BOCES.

3. Were you in favor of having your child attend BOCES?

	Strongly in favor	In favor	Neutral	Not in favor	Strongly not in favor
Mother	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐

4. Whose idea was it first for your child to go to BOCES? (Check only one)

Mother	Father	
☐	☐	Someone at the School for the Deaf?
☐	☐	Our son's or daughter's
☐	☐	Ours, as parents (either one or both)

5. Who was involved in the process of deciding if your son or daughter would go to BOCES? (Check as many as apply)

Mother	Father	
☐	☐	Person (or Persons) at the School for the Deaf.
☐	☐	Our son or daughter.
☐	☐	We, as parents (either one or both)

6. Who made the final decision that your child was going to BOCES. (Check only one.)

Mother	Father	
☐	☐	The School for the Deaf
☐	☐	Our son or daughter
☐	☐	We as parents (either one or both)

7a. Who chose the course or courses your son/daughter is taking at BOCES? (Check as many as apply.)

Mother	Father	
☐	☐	Someone at the School for the Deaf
☐	☐	Our son or daughter
☐	☐	We, as parents

7b. To your knowledge was any test administered to find out which occupational areas your child had interests in.

	Yes	No	Don't Know
Mother	☐	☐	☐
Father	☐	☐	☐

8. Which statement best describes your attitude about the course your child is taking at BOCES?

Mother	Father	
_____	_____	I would approve of any course he/she takes at the Center.
_____	_____	I approve of the course he/she is taking; there are others I would not approve.
_____	_____	I don't approve of the course he is taking, but there are others I would approve.
_____	_____	I don't approve of the course he/she is taking and I don't approve of any of the courses offered at the Center.

9a. Think about your child's interests and abilities. Do you believe he/she is in the course that is best for him/her at BOCES?

Mother

☐ yes ☐ no

Father

☐ yes ☐ no

If you checked no, skip question 9b and continue with the questionnaire.
If you checked yes, answer only question 9b and go directly to question 10.

9b. Even though you believe this course is best for your child, what do you dislike about it?

Mother:

Father:

9c. What do you dislike about this course for your child?

Mother:

Father:

9d. What course would you prefer for your child to take?

Mother:

Father:

10. We are interested in the benefits you believe your child is receiving from BOCES. Please circle Y (yes) or N (no) for each of the following items. ANSWER ALL ITEMS. Add any other benefits you believe are important at the end of the list.

Mother		Father		By attending BOCES, my child:
Y	N	Y	N	is learning a trade.
Y	N	Y	N	will have a better chance of getting a job.
Y	N	Y	N	can explore different job areas.
Y	N	Y	N	will be helped, no matter what job he/she gets.
Y	N	Y	N	can find out if he/she likes certain kinds of work.
Y	N	Y	N	can find out the abilities or skills he/she has.
Y	N	Y	N	will be happier.
Y	N	Y	N	will be able to develop self confidence.
Y	N	Y	N	will have more opportunities for success in school.
Y	N	Y	N	will have a better attitude toward school.
Y	N	Y	N	will be in a class with hearing students.
Y	N	Y	N	will learn to communicate with hearing students.
Y	N	Y	N	will learn better to communicate with adults who do not know how to talk very well with deaf students.
Y	N	Y	N	will be more able to function in the hearing world.
____		____		Other (please specify).

11. We are also interested in what you believe are the disadvantages to your child's attending BOCES. Please circle Y (yes) or N (no) for each of the following items. ANSWER ALL ITEMS. Add any other disadvantages at the end of the list.

Mother	Father	It is a disadvantage that my child:
Y N	Y N	has less time for his school work at the School for the deaf.
Y N	Y N	cannot take the courses he/she wants at the School for the Deaf .
Y N	Y N	has less time to be with his/her friends at the School for the Deaf .
Y N	Y N	has less time for clubs, sports etc. at the School for the Deaf.
Y N	Y N	spends too much time traveling to BOCES and back.
Y N	Y N	is in danger traveling to BOCES by bus.
Y N	Y N	finds that two and 1/2 hours at BOCES is too long to spend on one course .
Y N	Y N	finds that two and 1/2 hours at BOCES is too little time to spend learning a trade.
Y N	Y N	is not learning enough to get a job in this area later.
Y N	Y N	won't be able to get a job in this area because of his/her deafness .
Y N	Y N	won't be able to get a job in this occupation because no jobs are available.
Y N	Y N	misses too many days at BOCES because the School for the Deaf has a different school calendar.
Y N	Y N	is ignored by hearing students.
Y N	Y N	is teased by hearing students.
Y N	Y N	can't communicate with the teacher because the teacher doesn't know sign language.
Y N	Y N	cannot have an interpreter to help as often as needed.
Y N	Y N	can't get the extra help he/she needs.
____	____	Other (please specify).

12a. Please indicate what you would like to learn about the program and BOCES while your child is there this year. Circle K (know) if you already have enough information. Circle Y (yes), if you do want the information and don't know it. Circle N (no), if you don't have the information and are not really interested in getting it.

Mother	Father	
K Y N	K Y N	More information about what is taught in my child's BOCES course.
K Y N	K Y N	How advanced the BOCES training is.
K Y N	K Y N	What kinds of jobs the BOCES training leads to.
K Y N	K Y N	If the staff at BOCES will help my child get a job when he/she graduates.
K Y N	K Y N	If deaf people are hired for the jobs my child is preparing for in his/her BOCES program.
K Y N	K Y N	If there are jobs available near home.

12b. How would you like to receive the information about your child's work? Circle R (receive) if you already receive information in this way. Circle Y (yes) if you want to receive this but don't or haven't. Circle N (no) if you don't receive this and really don't want to.

Mother	Father	
R Y N	R Y N	Regular report cards giving his/her grades.
R Y N	R Y N	Written progress reports telling how he/she's doing.
R Y N	R Y N	Skill lists showing the skills he/she has learned.

12c. (1) Do you want to have a conference with someone about your child's work? If so, with whom? Circle H (have)for someone you already have had a conference or conferences with. Circle Y (yes) for someone you want a conference with but have not had one. Circle N (no) for someone you don't want to have a conference with. Write in anyone else that is not listed that you want a conference with. Use their name if you don't know their title.

Mother	Father	
H Y N	H Y N	Teacher at BOCES.
H Y N	H Y N	Coordinator at BOCES.
H Y N	H Y N	Counselor at BOCES.
____	____	Other at BOCES (specify)
____	____	Other at School for Deaf (specify)

12c. (2) If you would like a conference or if you are already having conferences about your child's work at BOCES, please answer the following items. Circle K (known) if this is not a conference topic for you. Circle Y (yes) if you want to find this out during the conference. Circle N (no) if you do not know this and don't want to discuss it during the conference.

Mother			Father			I want to find out:
K	Y	N	K	Y	N	How well he/she's doing in class.
K	Y	N	K	Y	N	How I can help my child if he/she needs help.
K	Y	N	K	Y	N	If he/she is developing enough skill to be employed in this job area.
K	Y	N	K	Y	N	What his/her attitude is in the class at BOCES.
K	Y	N	K	Y	N	What his/her attitude is toward other persons in the class at BOCES.
K	Y	N	K	Y	N	If he/she gets along with hearing students.
K	Y	N	K	Y	N	If he/she tries to communicate with hearing students.
K	Y	N	K	Y	N	If he/she understands directions.
K	Y	N	K	Y	N	If he/she can work alone.
_____			_____			Other (please specify).

PART II

Parents' occupation and level of education. We need information on your work and the amount of schooling you have had. This will be kept confidential and will be used for purposes of grouping the information we receive.

	Mother	Father
1. Job title	______________	______________
	______________	______________
	______________	______________
2. Name of Employer or Company	______________	______________
	______________	______________
3. Briefly describe your job duties	______________	______________
	______________	______________
	______________	______________
	______________	______________

4. Please mark the highest level of education you have completed.

Mother	Father	
_____	_____	Eight years of school or less
_____	_____	High School (attended but did not graduate)
_____	_____	High School Graduate
_____	_____	Partial College Training (completed at least one semester of college but did not complete a full program)
_____	_____	One-or Two-Year Program above the high school level (completed a program in a junior college, trade school, etc.)
_____	_____	Standard College or University Graduation (finished a four-year college program)
_____	_____	Graduate Professional Training (has a graduate degree)

B8

STUDENT INFORMATION

I. Identifying Information

1. Name ______________________ 2. Date of Birth ______________________
Mo. Day Yr.

3. Sex: M/☐/ F/☐/ 4. Present School ______________________

5. Home Residence ______________________ ______________________
City County

6. Type of Student: Day /☐/ Residential /☐/

II. School History

A. Pre-School and Kindergarten: Use one line for each school attended. List in chronological order.

Name of School	Age at Entry	No. of Yrs. Attended	Type of Communication (Total, Rochester, Oral, Aural, Sign, Fingerspelling)
1.			
2.			
3.			

B. Elementary School: List in chronological order.

1.			
2.			
3.			

C. Junior and Senior High School

1.			
2.			
3.			

III. Testing History

A. I.Q. scores. List the 2 most recent scores. Under "Deviations", note any deviations from normal procedures except for mode of communication. (Include subtests omitted or substituted, time variations, pro-rating of the scores, repetition of items, etc.)

Score	Date given	Test used	Form	Deviations
1. ______	________	__________	____	____________________ ____________________ ____________________ ____________________
2. ______	________	__________	____	____________________ ____________________ ____________________ ____________________

IV. Hearing Loss

A. Check the box that best describes the student's hearing loss:

☐ Mild (27-40 dB ISO)
☐ Moderate (41-55 dB ISO)
☐ Moderately Severe (56-70 dB ISO)
☐ Severe (71-90 dB ISO)
☐ Profound (91 dB plus ISO)

B. Age at onset of hearing loss: ☐ at birth ___ years of age ☐ unknown

C. Age at discovery of hearing loss: ☐ at birth ___ years of age

D. Hearing aid used: ☐ Yes ☐ No

E. Cause of hearing loss:

☐ Cause cannot be determined ☐ Data not available on students record

1. If onset at birth, what was probable cause? (Mark all that apply)

☐ Maternal rubella
☐ Trauma at birth
☐ Prematurity
☐ Rh incompatability
☐ Other complications of pregnancy
☐ Heredity
☐ Other (specify) ____________________

2. If onset after birth, what was the probable cause? (Mark all that apply)

☐ Meningitis
☐ High fever
☐ Mumps
☐ Trauma
☐ Infections
☐ Measles
☐ Otitis Media
☐ Other (specify) ____________________

V. Additional Handicapping Conditions

Check all educationally significant handicapping conditions. If none, check here ☐

☐ Epilepsy

☐ Brain Damage

☐ Orthopedic

☐ Visual Problem

☐ Mental Retardation

☐ Cerebral Palsy

☐ Perceptual-Motor Disorder

☐ Heart Disorder

☐ Emotional-Behavior Problem

☐ Other (specify) ____________________

VI. History of Parental Deafness

☐ Both parents hearing

☐ Both parents deaf

☐ Mother hearing, father deaf

☐ Father hearing, mother deaf

VII. Ethnic Background

☐ White

☐ Negro or Black

☐ Spanish-American

☐ American Indian

☐ Oriental

☐ Other (specify) __________

☐ Unknown

B 9
1976-77

INTERVIEW PROTOCOL

FOR

STUDENT CAREER AND EDUCATIONAL ASPIRATIONS

Student Form

(Objective #2)

PURPOSE OF THE INTERVIEW

The purpose of the interview is to seek information concerning the career and educational aspirations of students who are involved in occupational education programs at the BOCES. Therefore, the interview is to explore how the student feels about education, his educational programs, his educational plans for the future, and the general career aspirations that he is presently formulating. The interview protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, exploring related areas, and gathering materials which should be picked up at the time of the interview, if possible.

GENERAL INFORMATION

Inpreparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines.

1. The Interview Schedule consists of open-ended and dichotomous ("yes" - "no") questions. Because of the wide variety of courses, educational programs and feelings which may be mentioned, you will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow thr responses of the interviewee being careful not to suggest answers or bias the nature of their response.
2. Those questions yielding a "yes" - "no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no", you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee. Therefore, your judgment in those questions requiring a "yes"-"no" response becomes the final determinants as to how they are coded. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question reserving the classification of the response on the Interview Schedule for when you have completed that portion of the interview.

3. Supplementary information materials that are collected as a part of the interview should be identified on the Interview Schedule and numbered to correspond with the question. Information concerning their use or relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all materials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

4. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissable to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly therafter and before another interview is undertaken. This will avoid fonfusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

5. The cover sheet of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish your reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanations or additional conversation is essential to conduct of the interview then you should take whatever additionaltime is necessary.

In these instances, you should note on the cover sheet of the Interview Schedule the types of additional information that were either solicited or provided, the nature or content of any additional conversation and the length of time involved before you were able to proceed with the interview.

SPECIFIC INFORMATION

The purpose of the interview within this objective (#2) and the general information for conducting the interview have been stated in the previous two sections. In this section, which is labeled "Specific Information," you will find specific information that you need to collect, explore and/or probe.

Prior to the interview, you should fill in the information regarding identification such as name, sex, BOCES location, etc. if it is possible. You should check with the student to see if your information is correct before you begin with any interview questions.

During the interview, you will encounter several terms such as "program," "course of study," and "subject." You should be able to distinguish these terms. These terms are defined in the following:

A "program" is a specific domain of studies offered by the school (e.g. academic, occupational education, life adjustment, work-study).

"Course of study" is a sequential, progressive series of studies necessary to complete a specified field of training (e.g. data processing, automotive services, food services, etc.)

A "subject" is a division or field of organized knowledge and includes any organized body or subject matter (e.g. English, math, mechanical drawing, cooking, flower arrangement)

The kinds of high school program in the Schools for the Deaf may vary from one school to the other. However, basically they could be classified into the following areas: (1) Academic program which prepares deaf students for entering higher educational institutions such as Gallaudet College, National Technical Institute for the Deaf (NTID) or other colleges; (2) Occupational Education program which prepares, through the BOCES or home school vocational training facilities, deaf students for a job in a technical, vocational, business, or commercial field when they finish high school or for further training at St. Paul Technical-Vocational Institute or other technical-vocational schools, (3) Work Study program which provides deaf students with consumer education one-half day at their home school and real work experience one-half day in one of the stores or factories, and (4) Life Adjustment or Personal Adjustment Training program which aims at providing deaf students with direct experience with every day life.

QUESTION 1

This question explores the feeling of students about school in general. It is a dichotomous ("es" or "no") question. If the interviewee's response is "YES", go to Questions 1a and 1b. If the response is "NO", go to Question 1c.

Question 1a. This question seeks information about what the student likes best about going to school. This question explores the student's broad feeling about going to school. It is possible that the student may mention his academic subjects. If you encounter such responses, you should probe beyond that response and ask his general perception about school life.

Question 1b. This question seeks information about what the student dislikes most about school.

Question 1c. This question explores what activities the student does not like about school in general.

QUESTION 2a - 2b

These questions focus on the things that the students find most easy or most difficult in school. A few examples of the areas to be explored are provided below Question 2a, for example, subject-matter learning, skill learning, or other.

Question 2a. This question tries to ask the learning experience the student finds most easy in school. For example, does the student find subject-matter learning (such as English, math, etc.) or skill learning (such as doing thing with hands, fixing or building something) most easy?

Question 2b. This question is just opposite to Question 2a. This question asks the learning experience the student finds most difficult in school.

QUESTION 3a - 3b

Question 2a. This question asks what the student does best in school. You will explore if the student does best in writing, reading, or manipulating things such as doing and fixing.

Question 3b. This question is opposite to Question 3a. This question asks what the student doesn't do well in (or does poorly) in school.

QUESTION 4a - 4b

Question 4a. This question seeks information about the subject the student lies best. The student should specify the title of the subject the student does not like. Again, the student should specify the title of the subject that he does not like.

QUESTION 5a - 5c

Question 5a. This question focuses on what high school program the student is taking. The kinds of high school program have been described in the previous section. They are (1) academic; (2) occupational education; (3) work study, and (4) life adjustment or personal adjustment training. Some deaf student may not know which of the four programs he is in because he has never been told by his school or his intelligence is too low to tell. When you encounter such a case, be sure to make a note on the Interview Schedule and point it out to the research staff so that the information needed can be collected from his home school.

If the student is a senior or last year in high school, go to Question 6. If the student is a sophomore or junior, ask Questions 5a and 5b.

Question 5b. This question focuses on the course of study the student is going to take next year.

Question 5c. This question explores if the student plans to change his course of study next year or not. Explore the reasons why the student would plan to change his course of study if he indicates so. This question is dichotomous. If the response is "yes". you should ask Question 5a(1) and 5a(2). If the response is "No" you should move to Question 6.

QUESTION 6

This question tries to get at the future plan of the student when he finishes his high school. Some students will continue their education. They will go to college or higher educational institutions. Some students may prefer to work right after they finish high school. If the student or interviewee is going to college or higher educational institutions, ask Question 6a to 6e.

Question 6a. This question explores the type of college(s) or school(s) of higher education the student wants to enter. There are two national institutions for the deaf: Gallaudet College and National Technical Institute for the deaf (NTID). There are some state colleges or area colleges which offer career programs for the deaf. You should try to identify the name of the school.

Question 6b. This question focuses on the courses of study the student would like to take when he gets into college or higher educational institutions. It is to get at the major field of study the student would like to take such as Academic, Business, Vocabional or Technical Education.

Question 6c. This question explores the information the student knows about the educational program at his chosen college or school. Does the student kno about the requirements of the program, special services available, major emphasis of the college or school, etc.?

Question 6d. This question explores where the student learned about his educational program and from whom. Did the student learn about the program from his home school counselor, from visitation to the school, from his friends or from his parents, and so on?

Question 6e. This question explores the kind of occupational goals the student has after he finishes his college or school. The blank is provided for filling with any name of the college or school that the student has mentioned. This question tries to get at the long-term occupational goal i.e., the kind of work the student wants to do for the next 10 years or longer after he finishes his higher education.

Question 6f - 6i. This series of questions is to be used with the student who wants to get a job after his high school education.

Question 6f. This question explores the type of job the student would like to get. You should obtain the specific job title if possible.

Question 6g. This question explores the location the student would like to work. Try to get the name of the place and indicate whether the place is local within the state of his residence, or out of the state where he lives.

Question 6th. This question seeks the ways or methods the student will use to find a job for himself. Some students may find it difficult to answer. If you encounter such a case, you can give an example such as reading newspaper ads for jobs, asking help from the school counselor, or the placement office, and so on.

Question 6i. This question attempts to get information about any trouble that the student may anticipate in finding a job. This question is dichotomous requiring a "yes" or "no" response. If the response is YES, ask what trouble the student expects to have in finding a job.

B9
1976-77

INTERVIEW SCHEDULE

FOR

STUDENT CAREER AND EDUCATIONAL ASPIRATIONS

Student Form

(Objective #2)

Interviewee: ______________________________ **Sex:** Male ___ Female ___

BOCES Location: ____________________________ **BOCES Course:** __________________

Year in BOCES program: First __ Second __ Third __

Interviewer: ______________________________ **Date:** ___________________

BEGIN THE INTERVIEW WITH:

"My name is __________. I am interviewing deaf students who go to BOCES. I'd like to talk to you about BOCES, and your career plans for the future. There are no right or wrong answers. What you tell me is secret. I want you to feel comfortable to tell me what you think. Do you understand? Do you have any questions?"

After any questions or further explanations have been dealth with, proceed with Question 1.

1. "Do you usually like school?"

   YES __ NO ___

   If the response is YES, ask Question 1a and 1b.

   If the response is NO, ask Question 1c.

   a. "What do you like best about going to (name of home school)?

   b. "What do you dislike most about school?"

   c. "What do you dislike about school?"

2. a. "What do you find easy in school?"

   b. "What do you find hard in school?"

3. a. "What do you do best in school?"

   b. "What is hard for you to do?"

4. a. "What subjects do you like best?"

b. "Which subjects do you dislike?"

5. a. "What high school program are you taking?"

If the student is a senior or last year in high school, go to Question 6.

If the student is a sophomore or junior, ask Questions 5b and 5c.

b. "You are taking (name of course of study in which student is currently enrolled). Do you plan to do the same next year?"

c. "Do you plan to change next year?"

YES __ NO __

If the response is YES, ask

(1) "What do you plan to take?"

(2) "Why do you want to change?"

6. "What do you plan to do when you finish high school?"

If the interviewee is going to college or higher education institutions, ask Questions 6a - 6e.

If the interviewee is going to work, ask Questions 6f - 6i.

a. "Where do you want to go to school?"

b. "What do you want to study?"

c. "What do you know about ________________________ (college or school)?'

d. "Where did you learn about ___________________ (college or school)?"

"Who told you about ____________________ (college or school)?"

e. "What work do you want to do after you finish at ____________ (school or college)?"

f. "What job would you like to get?"

g. "Where would you like to work?"

h. "How will you find a job?"

i. "Do you think it will be hard to find a job?"

YES __ NO__

If the response is YES, ask

"Why?"

B9

1977-78

INTERVIEW PROTOCOL

FOR

STUDENT CAREER AND EDUCATIONAL ASPIRATIONS

Student Form

(Objective #2)

1977-78

PURPOSE OF THE INTERVIEW

The purpose of the interview is to seek information concerning the career and educational aspirations of students who are involved in occupational education programs at the BOCES. Therefore, the interview is to explore how the student feels about education, his educational programs, his educational plans for the future, and the general career aspirations that he is presently formulating. The interview protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, exploring related areas, and gathering materials which should be picked up at the time of the interview, if possible.

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines.

1. The Interview Schedule consists of open-ended and dichotomus ("yes" - "no") questions. Because of the wide variety of courses, educational programs and feelings which may be mentioned, you will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow the responses of the interviewee being careful not to suggest answers or bias the nature of their response.

2. Those questions yielding a "yes" - "no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no", you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee. Therefore, your judgment in those questions requiring a "yes" - "no" response becomes the final determinants as to how they are coded. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question reserving the classification of the response on the Interview Schedule for when you have completed that portion of the interview.

3. Supplementary information materials that are collected as a part of the interview should be identified on the Interview Schedule and numbered to correspond with the question. Information concerning their use or relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all materials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

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SPECIFIC INFORMATION

The purpose of the interview within this objective (#2) and the general information for conducting the interview have been stated in the previous two sections. In this section, which is labeled "Specific Information," you will find specific information that you need to collect, explore and/or probe.

Prior to the interview, you should fill in the information regarding identification such as name, sex, BOCES location, etc. if it is possible. You should check with the student to see if your information is correct before you begin with any interview questions.

During the interview, you will encounter several terms such as "program," "course of study," and "subject." You should be able to distinguish these terms. These terms are defined in the following:

A "program" is a specific domain of studies offered by the school (e.g. academic, occupational education, life adjustment, work-study).

"Course of study" is a sequential, progressive series of studies necessary to complete a specified field of training (e.g. data processing, automotive services, food services, etc.).

A "subject" is a division or field of organized knowledge and includes any organized body or subject matter (e.g. English, math, mechanical drawing, cooking, flower arrangement).

The kinds of high school program in the Schools for the Deaf may vary from one school to the other. However, basically they could be classified into the following areas: (1) Academic program which prepares deaf students for entering higher educational institutions such as Gallaudet College, National Technical Institute for the Deaf (NTID) or other colleges; (2) Occupational Education program which prepares, through the BOCES or home school vocational training facilities, deaf students for a job in a technical, vocational, business, or commercial field when they finish high school or for further training at St. Paul Technical-Vocational Institute or other technical-vocational schools, (3) Work Study program which provides deaf students with consumer education one-half day at their home school and real work experience one-half day in one of the stores or factories, and (4) Life Adjustment or Personal Adjustment Training program which aims at providing deaf students with direct experience with every day life.

QUESTION 1

Question 1. This question explores the feeling of students about school in general. It is a dichotomous ("yes" or "no") question. Probe to ascertain specific information as to what the students likes or dislikes about school. Probe for his/her specific feelings and reasons for these feelings. Use direct questioning based on the responses of the interviewee, e.g. reword to say "all along (up until now) have you liked school?" Probe for specifice. "Why, (for, for) like your school?" If student gives a course response - question about what he/she likes about that course.

QUESTION 2a - 2b

Question 2a. This question asks what the student does best in school. You will explore if the student does best in writing, reading, or manipulating things such as doing and fixing. Probe to ascertain what skills the student does best in the area he or she does best in. The response may be a course in which the student is enrolled. Probe for more specifics about that course/skills.

Question 2b. This question is opposite to Question 2a. This question asks what the student doesn't do well in (or does poorly) in school. Probe to ascertain why it is hard. What specifically is hard or worse about it go deeper than just listing a particular course.

QUESTION 3a - 3b

Question 3a-b This question seeks information about the subject the student likes best. Probe to ascertain what he/she likes best about the subject. The student should specify the title of the subject the student does not like. Probe to ascertain what he/she dislikes about the subject. (Dislikes can be signed do not like, don't like).

QUESTION 4a - 4c

Question 4a. This question focuses on what high school program the student is taking. The kinds of high school program have been described in the previous section. (See page 5 under Specific Information on Student Sheet.) They are (1) academic; (2) business; (3) vocational/ (4) occupational education: (5) work study, and (6) life adjustment or personal adjustment training. It may be necessary to cite examples of each area as related to the CEAQ. Some deaf student may not know which of the six programs he/she is in because he/she has never been told by his/her school or his/her intelligence is too low to tell. When you encounter such a case, be sure to make a note on the Interview Schedule and point it out to the research staff so that the information needed can be collected from his home school.

If the student is a senior or last year in high school, go to Question 4c. If the student is a sophmore or junior, ask Question 4b.

Question 4b. This question focuses on the course of study or program the student is going to take next year. This question explores if the student plans to change his course of study next year or not. Explore the reasons why the student would plan to change his course of study if he indicates so. This question is dichotomous. If the response is "yes" you should ask Question 4b(1) and 4b(2). If the response is "no" you should move to Question 4c.

Question 4c. There may be another course the student may prefer to be taking. Probe to ascertain if this is the situation and why. It may be that the other course was filled or that a counselor felt the student could not succeed in a particular course. (You may wish to sign "prefer" as "like better".)

QUESTION 5

This question tries to get at the future plan of the student when he finishes his high school. Some students will continue their education. They will go to college or higher educational institutions. Some students may prefer to work right after they finish high school. If the student or interviewee is going to college or higher educational institutions, ask Question 5a to 5f.

Question 5a. This question explores the type of college(s) or school(s) of higher education the student wants to enter. There are two national institutions for the deaf: Gallaudet College and National Technical Institute for the deaf (NTID). There are some state colleges or area colleges which offer career programs for the deaf. You should try to identify the name of the school.

Question 5b. This question focuses on the courses of study the student would like to take when he gets into college or higher educational institutions. It is to get at the major field of study the student would like to take such as Academic, Business, Vocational or Technical Education.

Question 5c. This question explores the information the student knows about the educational program at his chosen college or school. Does the student know about the requirements of the program, special services available, major emphasis of the college or school, etc.?

Question 5d.-e. These questions explore where the student learned about his educational program and from whom. Did the student learn about the program from his home school counselor, from visitation to the school, from his friends or from his parents, and so on? Probe to ascertain how the student learned about the school. For example, if he/she read about the school in some book, probe what book, where he/she found the book, who gave them the book, what stuck in their minds from what they read, etc.... Probe for specifics.

Question 5f. This question explores the kind of occupational goals the student has after he finishes his college or school. The blank is provided for filling with any name of the college or school that the student has mentioned. This question tries to get at the long-term occupational goal i.e., the kind of work the student wants to do for the next 10 years or longer after he finishes his higher education.

Question 5g - 5i. This series of questions is to be used with the student who wants to get a job after his high school education.

Question 5g. This question explores the type of job the student would like to get. You should obtain the specific job title if possible.

Question 5h. This question seeks the ways or methods the student will use to find a job for himself. Some students may find it difficult to answer. If you encounter such a case, you can give an example such as reading newspaper ads for jobs, asking help from the school counselor, or the placement office. Will your mother help or a friend, and soon? What will the person do to help the respondent? (For example, will they call to set up an appointment, aid in transportation, interpret for the respondent etc....) Probe for specifics.

Question 5i. This question attempts to get information about any trouble that the student may anticipate in finding a job. This question is dichotomous requiring a "yes" or "no" response. If the response is YES, ask what trouble the student expects to have in finding a job.

Question 5j. This question is only to be noted if respondent is unsure or undecided about his/her future plans after leaving high school. There may be reasons for the student's uncertainty. He/she may not be able to seek vocational, technical, or business training or attend a college or university program, or enter a non-degree program (i.e. nursing) due to financial or academic reasons. It could simply be because of improper guidance. Probe for specifics if possible.

B9
1977-78

INTERVIEW SCHEDULE

FOR

STUDENT CAREER AND EDUCATIONAL ASPIRATIONS

(Objective #2)

1977-78

Interviewee:______________________________ Sex: Male ____ Female____

BOCES Location: __________________________ BOCES Course:____________

Year in BOCES Program: First ____ Second ____ Third ____

GRADE LEVEL:_________

Interviewer: ______________________________ Date:________________

BEGIN THE INTERVIEW WITH:

"My name is______________. I am interviewing deaf students who go to BOCES. I'd like to talk to you about BOCES, and your career plans for the future. There are no right or wrong answers. What you tell me is secret. I want you to feel comfortable to tell me what you think. Do you understand? Do you have any questions?"

After any questions or further explanations have been dealt with, proceed with Question 1.

1. "Do you usually like school?"

Yes _____ No _____ Explain:

2.a.) "What do you do best in school?"

b.) "What is worst for you to do in school?"

3.a.) "What subjects do you like best?"

b.) "Which subjects do you dislike the most?"

4.a. "What high school program are you taking?"

- ☐ ACADEMIC (preparing for college such as N.T.I.D., Gallaudet, or other junior colleges.)
- ☐ BUSINESS (program such as BOCES TO PREPARE for a specific job when you graduate from high school)
- ☐ VOCATIONAL (program to prepare for further training at Technical-Vocational (2 year institute)
- ☐ OCCUPATIONAL EDUCATION (program such as BOCES to prepare you for a job in a technical, OR commercial field when you finish high school)
- ☐ WORK STUDY (coop program involving 1/2 day at school and 1/2 day at work (factory, store, etc...)).
- ☐ LIFE ADJUSTMENT PROGRAM or PERSONAL ADJUSTMENT TRAINING (program in which you receive direct experience with everyday life situations)

If the student is a senior or last year in high school, go to Question 4.c.

If the student is a sophomore or junior, ask Question 4.b. or 4.c. below.

b. "You are taking (name of course, program in which the student is currently enrolled). Do you plan to do the same next year?"

Yes _____ NO _____

If the response is YES, ask

(1.) "What do you plan to take?"

(2.) "Why do you want to change?"

c. "Is there another course you would prefer to take?"

5. "What do you plan to do when you finish high school?"

If the interviewee is going to college or higher education institution, ask Questions 5.a.-5.f.

If the interviewee is going to work, ask Questions 5.g.-5.i.

If the interviewee is undecided go to Question 5.j.

a. "Where do you want to go to school?"

b. "What do you want to study?"

☐ ACADEMIC

☐ BUSINESS

☐ VOCATIONAL - TECHNICAL

c. "What do you know about ________________________ (college or school)?"

d. "Where did you get the idea about ________________(college or school)?"

e. "Who told you about ____________________________(college or school)?"

f. "What work do you want to do after you finish at ____________________ (school or college)?"

g. "What job would you like to get?"

h. "How will you find a job?" "Who will help you?" "What will they do?"

5.I.) "Do you think it will be hard to find a job?"

Yes _____ No _____

If the response is Yes, ask
"Why?"

J.) _____ Undecided about what he/she wants to do after leaving high school.

APPENDIX C

Imstrumentation for Objective 3

C-1 Interview Protocol for the Evaluation of Hearing and Deaf Students in the Occupational Education Classroom - Administrative/Supervisory Form

C-2 Interview Protocol for the Evaluation of Hearing and Deaf Students in the Occupational Education Classroom - Occupational Education Instructor Form (1976-77 & 1977-78)

C1

INTERVIEW PROTOCOL

FOR

THE EVALUATION OF HEARING AND DEAF STUDENTS

IN THE OCCUPATIONAL EDUCATION CLASSROOM

Administrative/Supervisory Form

(Objective #3)

PURPOSE OF THE INTERVIEW

The purpose of the interview is to identify and to explore the institutional philosophy regarding evaluating the classroom performance of hearing and deaf students and the procedures and criteria which occupational education teachers use to evaluate the classroom performance of hearing and deaf students. Further, the interview is used to ascertain in what ways classroom teachers have had to modify their regular evaluation criteria and procedures in order to provide for the evaluation of deaf students. The Interview Protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule, on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, exploring related areas, and gathering materials which should be picked up at the time of the interview, if possible.

The interview focuses on one basic and most important question: "How well do deaf students succeed in occupational education classes compared with their hearing counterparts?" In this connection, the interview is designed to explore the performance of deaf students in four areas: (1) knowledge, (2) quality of performance (including skills), (3) quantity of performance, and (4) personal attributes and behaviors (as exhibited in the performance of their classroom work).

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines.

1. The first page of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish your reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanations or additional conversation is essential to conduct the interview, then you should take whatever additional time is neccesary. In these instances, you should note on the first page of the Interview Schedule the types of additional information that were either solicited or provided, the nature or content of any additional conversation and the length of time involved before you were able to proceed with the interview.

2. The Interview Schedule consists of open-ended and dichotomous ("YES"-"NO") questions, and of questions with multiple alternative answers (e.g. "YES"-"NO"-"DON'T KNOW," or "YES"-"NO"-"SOME DO AND SOME DON'T"-"DON'T KNOW"). Because of the wide variety of procedures or criteria which may be identified and because of their relationship to the content of specific occupational education classes, you will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow the responses of the interviewee, being careful not to suggest answers or bias the nature of the responses.

3. Those questions yielding a "YES"-"NO" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no," you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee. Therefore, your judgment in those questions requiring a "yes"-"no" response becomes the final determinant as to how they are coded. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question, reserving the classification of the response or the Interview Schedule for when you have completed that portion of the interview. You should use the same guidelines as above to handle those questions with multiple alternative answers.

4. Supplementary information materials that are collected as a part of the interview should be identified on the Interview Schedule and numbered to correspond with the question. Information concerning their use or relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all materials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

5. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissible to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly thereafter and before another interview is undertaken. This will avoid confusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

SPECIFIC INFORMATION

QUESTION 1

This question explores the institutional philosophy at the BOCES Center regarding the evaluation of the performance of hearing students in the occupational education classes. The interviewer should elicit the beliefs and views of the interviewee and follow the ideas presented as carefully as possible. Use reflection to isolate ideas you would like to have elaborated and clarification to seek details which may not be expressed clearly or succinctly. If there is a written philosophical statement, obtain a copy and attach to the Interview Schedule.

QUESTION 2

This question is designed to check if the BOCES Center has the same institutional philosophy regarding the evaluation of the performance of deaf students. It is quite possible that the Center will have the same institutional philosophy regarding the evaluation of both hearing and deaf students. If the response is YES, place a check mark, and go on to Question 3. If the response is NO, then you should explore the differences and the reasons for having a different philosophy. Use direct questioning and probing to obtain as much specific information as necessary to describe the difference and the reasons.

QUESTIONS 3a-3e

In this series of questions, you are identifying the perception of the administrative and supervisory staff concerning both the procedures which the instructors use and the criteria (or standards) which they apply. Questions 3a-3d explore four different areas of student performance. Question 3e is more general and is included to identify any areas of information which are unique to a particular subject matter area or which cannot be classified in any of the other four areas. The question is directed at the identification of procedures, since it it assumed that most interviewees will find it easier to talk about the procedures or methods BOCES teachers use to evaluate students. The interviewer will find it necessary, therefore, to seek information concerning the criteria which are employed if such information is not provided in responding to the initial question. Specific guidelines for the collection of this information are provided below. You should identify the course and relate it to the procedures for evaluation and to criteria.

In recording interviewee responses for Questions 3a-3e, space has been provided for information concerning "Courses," "Procedures for Evaluation" and for "Criteria." You should keep in mind that procedures refers to the methods that are employed while the criteria refers to the standards of performance that are established for or expected of students.

In the first series of questions it is important to keep in mind that you are seeking information concerning the perception of the administrative and supervisory staff regarding the instructor's procedures and criteria for evaluating hearing students. If the interviewee begins to elaborate on the evaluation of deaf students, you should remind him/her that you are seeking information concerning the procedures for evaluating hearing students and that later in the interview he/she will have an opportunity to describe how BOCES teachers evaluate their deaf students.

It is possible that administrators and supervisors will vary greatly in the extent of their information concerning the different evaluation areas being raised. If the interviewee does not have any information on the evaluation of the hearing students, indicate that on the Interview Schedule.

Question 3a. This question focuses on the content of the subject--the subject matter to be learned. You are asking the interviewee to identify how BOCES instructors assess the subject matter or information which the students have learned. Such procedures as classroom tests (written or oral), standardized tests and/or performance tests are typical of the procedures which may be used to assess one's knowledge about a subject matter area. How these tests (or other procedures) are utilized, how often, and under what conditions represent dimensions of "procedures" about which information can and should be obtained. It is conceivable that information concerning the criteria for the evaluation of subject matter may be provided as the procedures are explained or described. If not, you should seek information about the instructor's criteria through direct questioning or probing leads. These leads can be interjected at any appropriate point in the interviewee's response. Criteria (such as marks or other standards) which determine degrees of success or failure represent the kinds of information which are sought in this category.

Question 3b. This question focuses on the assessment of student performance, highlighting the quality of their performance and the skills they exhibit. A student's accuracy, thoroughness, and level of still attainment or work behaviors represent areas of responses you are seeking to identify. As the interviewee elaborates on the procedures BOCES teachers use to assess the different areas of performance, be alert to the mention or description of any materials which BOCES teachers may use (e.g. scaled forms, rating sheets, checklists) and obtain copies of these forms to supplement your written responses.

Since each occupational education teacher may be emphasizing different skills, it will be helpful if you can ask the interviewee to identify some specific skills which are illustrative of how BOCES teachers assess the student's quality of performance. For example, in architectural drafting, what procedures are used in assessing layout, design, assembly or detail skills? In a food service course, the evaluation of skills associated with handling, preparing or cooking (meats, vegetables, fruit) could be detailed.

As in Question 3a, Question 3b focuses primarily on the identification and elaboration of procedures for evaluating the quality of performance. You will have to use direct questioning or probing to elicit information concerning the criteria which are applied to the different procedures which have been identified.

Question 3c. This question focuses on the perceptions of the administrative/supervisory staff regarding the quantity of work and explores different dimensions of student productivity (e.g. speed). It may be more difficult for interviewees in some occupational education areas to identify areas where the evaluation of quantity of work is important. Some may have some difficulty in differentiating between the quantity of work and the quality of work. In these instances, you should be prepared to provide an example from any occupational education area. Be alert to any materials they may know that have been used by BOCES teachers to assess student productivity, and obtain copies of any materials that will help to explain either the procedures BOCES teachers are using or the criteria they are applying.

Question 3d. This question explores a wide variety of personal attributes, characteristics or behaviors that are either general to all work situations (e.g. punctuality, responsibility, cooperation, dependability) or specific to an occupational endeavor (adherence to safety rules/regulations, ability to follow directions, creativity). While it is not necessary to differentiate between those that are general or specific, it is essential to identify those several personal characteristics or behaviors that the administrators/supervisors know the instructional staff feel are extremely important. As in the previous questions for this series, you should distinguish between the procedures and the criteria for evaluation and pick up any supporting materials which the administrative/supervisory staff mention that instructors are using.

Question 3e. Be sure to explore the perceptions of the administrative/supervisory staff regarding any other procedures and criteria that have not been talked about previously.

QUESTIONS 4a-4e

At this point, attention is directed to the evaluation of deaf students. This set of questions focuses on the perceptions of the administrative/supervisory staff regarding the different ways occupational education instructors evaluate the deaf students in their classes. The questions in this series are based on interviewee's perception of BOCES teachers' evaluation practices with hearing students. The intent in each question is to ascertain (1) if the instructor uses the same procedures in the evaluation of deaf students, (2) if the instructor uses the same criteria in the evaluation of deaf students and (3) to either verify the information or to identify how the procedures or the criteria have been modified or adapted in the evaluation of deaf students. In recording the responses, be sure to identify the courses and relate each of them to the procedures for evaluation and criteria.

The initial question has four alternative responses:"YES", "NO", "SOME DO AND SOME DON'T", or "DON'T KNOW." In each question, a response yielding "yes" or "some do and some don't," (or an answer that would imply a "yes" response) requires that you verify the information by cross-checking the response, using data provided from the appropriate earlier question associated with the evaluation of hearing students. You can do this by saying, "Earlier you indicated that BOCES teachers used classroom tests to measure the information students have learned. Are you saying that BOCES teachers use these same tests in the same way with deaf students?" In your cross-checking (verification), be sure to validate both the procedures that are used and the criteria that are applied. If you are satisfied at this point that the response should be recorded "yes," it is then so recorded.

If the answer to the initial question is "no," then you proceed to the alternate question on the Interview Schedule. The alternate question is directed at the identification of changes in the procedures used in the evaluation of deaf students. However, you should identify how the criteria have been changed and modified as well as the procedures. Space is provided for recording information on both modifications in procedures and criteria.

In seeking information about modifications in procedures or criteria, you may need to use direct questioning, seeking examples or probing leads (e.g. "Could you give me an example of the standards that BOCES teachers employ when they mark a deaf student's paper?" or "Would you explain what you know about how BOCES teachers change a classroom test for a deaf student?"). When the interviewee provides information about changes in the procedures or criteria for evaluating deaf students in any of the question areas, ascertain, insofar as possible, the reasons for making these changes. You should record the reasons for any changes in evaluation practices or criteria on the Interview Schedule. Note the reasons with an asterisk(*) so they can be readily distinguished from any descriptions of changes that have been recorded.

Questions 4a-4d. In proceeding through Questions 4a-4d, the guidelines offered for Questions 3a-3d can be used to clarify any areas or meanings not fully understood by the interviewee. However, since the interviewee has responded to the same content areas, it should not be necessary to supply any additional explanations. On the other hand, if you feel that the interviewee misunderstood the area of evaluation being explored the first time, it will be necessary to seek his response to the question for hearing students first.

Question 4e. Also, be sure to explore the perceptions of the administrative/supervisory staff regarding any other procedures and criteria that have not been talked about previously.

QUESTIONS 5a-5c

Questions 5a-5c ask about similarities and differences between deaf and hearing students. It is quite likely that the similarities and differences which are perceived by the administrative/supervisory staff will vary widely and will be related to the attitudes about and understandings of deafness of the administrative/supervisory staff and to the nature of the work associated with the area of study. In recording these differences, you should identify as clearly as possible the nature of the differences, seeking illustrations to describe how these differences have been observed or identified.

Question 5a. This question focuses on the quality of work performance. The guidelines used in Question 3b can be used to clarify meanings and areas of performance where students are being compared. Your recorded notes should identify as clearly as possible both the area of work performance where differences have been noted as well as the nature of these differences.

Question 5b. This question focuses on personal characteristics and behaviors and the guidelines used in Question 3d can be used to clarify personal traits or behaviors that apply to this question. Your recorded notes should identify clearly the trait or behavior that has been identified and should provide sufficient detail concerning the nature of the differences that have been noted.

Question 5c. This question explores how the administrative/supervisory staff feels about the learning rate of deaf students. While the question may be interpreted with reference to subject matter content, skill mastery or other areas of learning, it is the general, overall perception of the administrative/supervisory staff that is being elicited. Space has been provided for recording explanations for both the "yes" and "no" responses. Provide examples to support any descriptions or explanations as necessary and helpful.

QUESTIONS 6a-6b

Questions 6a and 6b seek to ascertain in what ways, if any, the level of reading or mathematical achievement of deaf students has affected the progress of deaf students in occupational education classes. Although the dichotomous "yes"-"no" response is provided, you should seek any additional information that may seem pertinent by direct questioning, seeking examples and probing leads. If a "yes" answer is given or implied, specific details concerning the perceptions of the administrative/supervisory staff on the students' level of achievement should be determined as well as descriptions or explanations of how the deficiency or the proficiency of the students has inhibited or enhanced progress. Specific examples relating course experiences and/or expectations to the level of achievement should be provided in recorded responses as much as possible.

QUESTION 7

Question 7 is an open-ended question that seeks to identify the knowledge of the administrative/supervisory staff about the different methods that instructors may use to report to, or discuss their evaluations with, students and their parents. You should ask the administrative/supervisory staff to describe all reporting methods that BOCES teachers use, as well as the systems used for grading. (Marks, scales, or essay evaluation sheets should be appended to the Interview Schedule.)

C1

INTERVIEW SCHEDULE
FOR
THE EVALUATION OF HEARING AND DEAF STUDENTS IN THE OCCUPATIONAL EDUCATION CLASSROOM

Administrative/Supervisory Form

(Objective #3)

Interviewee: ______________________________ Sex: Male ___ Female ___

Title of Position: ______________________________ School: ________________

Location: ______________________________ Date: ________________

Interviewer: ______________________________

BEGIN THE INTERCIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I'd like to explore the institutional philosophy regarding evaluating the classroom performance of hearing and deaf students, and the procedures and criteria used by BOCES instructors to evaluate their students. We have a number of areas in which we are seeking information. We would like to know how instructors evaluate their students' knowledge, the quality of their students' performance including the skills they attain, the quality of their students' performance and lastly, their students' personal attributes and behaviors as exhibited in the performance of their classroom work. Do you have any questions about our meeting before you begin?"

After any questions or further explanations have been dealt with, proceed with Question 1.

I. PHILOSOPHY OF EVALUATION

1. "What is the institutional philosophy of your school regarding the evaluation of the performance of hearing students who are receiving an occupational education in your BOCES?"

2. "Do you have the same institutional philosophy regarding the evaluation of the performance of deaf students who are receiving an occupational education in your BOCES?"

   YES ___ NO ___ DON'T KNOW ___

   If the answer is No, then ask:

   a. "What is the difference? "

   b. "Why do you have a different philosophy regarding the evaluation of deaf students?"

II. EVALUATING HEARING STUDENTS

3. "In the next series of questions, I am interested in finding out what procedures BOCES teachers employ and the criteria they use in evaluating students in their occupational education classes. First, I am interested in your perceptions of how they evaluate their hearing students. Secondly, we can talk about any special procedures or criteria that they use for evaluating deaf students. Let's start with the procedures and criteria that BOCES teachers use for evaluating the knowledge of their hearing students."

   a. "What is your perception of the procedures BOCES teachers use for evaluating the knowledge of their hearing students?"

Courses	Procedures for Evaluation	Criteria

b. "What is your perception of the procedures BOCES teachers use for evaluating the quality of performance, that is, the skills, of their hearing students?"
(e.g. accuracy, thoroughness)

Courses	Procedures for Evaluation	Criteria

c. "What is your perception of the procedures BOCES teachers use for evaluating the quantity of work of their hearing students?"

Courses	Procedures for Evaluation	Criteria

d. "What is your perception of the procedures BOCES teachers use for evaluating the personal characteristics or behaviors of their hearing students?"

Courses	Procedures for Evaluation	Criteria

e. "Are you aware of any other procedures BOCES teachers use in evaluating their hearing students that you have not talked about?"

YES ___ NO ___

If Yes, record the other procedures below.

Courses	Procedures for Evaluation	Criteria

III. EVALUATING DEAF STUDENTS

4. "Now, let's consider how BOCES teachers evaluate their deaf students. We might start as before with student knowledge about the subject."

   a. "Do BOCES teachers use the same evaluation procedures with deaf students that they use with hearing students to evaluate knowledge of subject-matter?"

   YES ___ NO ___ SOME DO AND SOME DON'T ___ DON'T KNOW ___

   If "Yes" or "Some do and some don't" answer is given or implied, verify the information by cross-checking the response using data provided in Question 3a.

   If a No answer is given or implied, ascertain what changes in both procedures and criteria have been made by asking:

   (1) "What is your perception of the changes in the procedures used in evaluating the knowledge of deaf students?"

Courses	Procedures for Evaluation	Criteria

   b. "Do BOCES teachers use the same evaluation procedures with deaf students that they use with hearing students to evaluate the quality of performance (i.e. skills)?"

   YES ___ NO ___ SOME DO AND SOME DON'T ___ DON'T KNOW ___

   If a Yes or Some do and some don't answer is given or implied, verify the information by cross-checking the response using data provided in Question 3b.

   If a No answer is given or implied, ascertain what changes in both procedures and criteria have been made by asking:

   (1) "What is your perception of the changes in the procedures used in evaluating the quality of performance of deaf students?"

Courses	Procedures for Evaluation	Criteria

c. "Do BOCES teachers use the same evaluation procedures with deaf students that they use with hearing students to evaluate the quantity of work?"

YES ___ NO ___ SOME DO AND SOME DON'T ___ DON'T KNOW ___

If a Yes or Some do and some don't answer is given or implied, verify the information by cross-checking the response using data provided in Question 3c.

If a No answer is given or implied, ascertain what changes in both procedures and criteria have been made by asking:

(1) "What is your perception of changes in the procedures used in evaluating the quantity of work of deaf students?"

Courses	Procedures for Evaluation	Criteria

d. "Do BOCES teachers use the same evaluation procedures with deaf students that they use with hearing students to evaluate personal characteristics or behaviors?"

YES ___ NO ___ SOME DO AND SOME DON'T ___ DON'T KNOW ___

If a Yes or Some do and some don't answer is given or implied, verify the information by cross-checking the response using data provided in Question 3d.

If a No answer is given or implied, ascertain what changes in both procedures and criteria have been made by asking:

(1) 'What is your perception of the changes in the procedures used in evaluating the personal characteristics or behaviors of deaf students?"

Courses	Procedures for Evaluation	Criteria

e. "Are you aware of any other procedures BOCES teachers use in evaluating deaf students that you have not talked about?"

YES ___ NO ___

If Yes, record any changes in procedures or criteria below.

Courses	Procedures for Evaluation	Criteria

IV. SIMILARITIES AND DIFFERENCES

5. "In the following questions we will be asking for your perceptions of the similarities and differences between deaf and hearing students."

   a. "Do you believe the quality of the work performance of deaf students is the same as that of their hearing counterparts?"

   YES ___ NO ___ DON'T KNOW ___

   If the answer is Yes, then ask:

   (1) "How do you view the quality of work performance of deaf students?"

   If the answer is No, then ask:

   (2) "In what way is the quality of work performance of deaf students different from that of their hearing counterparts?"

   b. "Do deaf students exhibit the same personal characteristics or behaviors as their hearing counterparts? "

   YES ___ NO ___ DON'T KNOW ___

   If the answer is Yes, then ask:

   (1) "In what ways are the personal characteristics or behaviors exhibited by deaf and hearing students the same?"

   If the answer is No, then ask:

   (2) "In what ways are the personal characteristics or behaviors exhibited by deaf students different from those exhibited by hearing students?"

c. "Do you feel that deaf students achieve at the same rate as their hearing counterparts?"

YES ___ NO ___ DON'T KNOW ___

If the answer is Yes, then ask:

(1) "Could you explain in what ways you believe they achieve at the same rate as hearing students?"

If the answer is No, then ask:

(2) "Would you explain how deaf students achieve at a different rate?"

V. EFFECT OF LEVEL OF ACHIEVEMENT

6. a. "Has the level of reading achievement affected the progress of any deaf students in the BOCES classes?"

YES ___ NO ___ DON'T KNOW ___

If the answer is Yes, then ask:

(1) "How has the level of reading achievement affected the progress of the deaf students in the BOCES classes?"

b. "Has the level of mathematical achievement affected the progress of any deaf students in the BOCES classes?"

YES ___ NO ___ DON'T KNOW ___

If the answer is Yes, then ask:

(1) "How has the level of mathematical achievement affected the progress of the deaf student in the BOCES classes?"

7. "How do BOCES teachers report evaluations to their students and parents?"

   a. Methods used to report to students.

   b. Methods used to report to parents.

C2
1976-77

INTERVIEW PROTOCOL
FOR
THE EVALUATION OF HEARING AND DEAF STUDENTS IN THE OCCUPATIONAL EDUCATION CLASSROOM

Occupational Education Instructor Form

(Objective #3)

PURPOSE OF THE INTERVIEW

The purpose of the interview is to identify and explore the procedures and criteria which occupational education teachers use to evaluate the classroom performance of hearing and deaf students. Further, the interview is used to ascertain in what ways classroom teachers have had to modify their regular evaluation criteria and procedures in order to provide for the evaluation of deaf students. The interview protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, exploring related areas, and gathering materials which should be picked up at the time of the interview if possible.

The interview focuses on one basic and most important question: "How well do deaf students succeed in occupational education classes compared with their hearing counterparts?" In this connection, the interview is designed to explore the performance of deaf students in four areas: (1) knowledge, (2) quality of performance (including skills), (3) quantity of performance, and (4) personal attributes and behaviors (as exhibited in the performance of their classroom work).

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines.

1. The Interview Schedule consists of open-ended and dichotomous ("yes"-"no") questions. Because of the wide variety of procedures or criteria which may be identified and because of their relationship to the content of specific occupational education classes, you will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow the responses of the interviewee being careful not to suggest answers or bias the nature of their response.

2. Those questions yielding a "yes"-"no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no", you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee. Therefore, your judgment in those questions requiring a "yes"-"no" response becomes the final determinant as to how they are coded. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question reserving the classification of the response of the Interview Schedule for when you have completed that portion of the interview.

3. Supplementary information materials that are collected as a part of the interview should be identified on the Interview Schedule and numbered to correspond with the question. Information concerning their use or relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all materials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

4. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissable to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly thereafter and before another interview is undertaken. This will avoid confusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

5. The first page of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish your reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanations or additional conversation is essential to conduct of the interview, then you should take whatever additional time is necessary. In these instances, you should note on the first page of the Interview Schedule the types of additional information that were either solicited or provided, the nature or content of any additional conversation and the length of time involved before you were able to proceed with the interview.

SPECIFIC INFORMATION

QUESTIONS 1a - 1e

In this series of questions, you are identifying both the procedures which the instructors use and the criteria (or standards) which they apply. Questions 1a - 1d explore four different areas of student performance. Question 1e is more general and is included to identify any areas of information which are unique to a particular subject matter area or which cannot be classified in any of the other four areas. The question is directed at the identification of procedures since it is assumed that most teachers will find it easier to talk about the procedures or methods they use to evaluate students. The interviewer will find it necessary, therefore, to seek information concerning the criteria which are employed if such information is not provided in responding to the initial question. Specific guidelines for the collection of this information are provided below.

In recording interviewee responses for Questions 1a - 1e, space has been provided for information concerning "Procedures for Evaluation" and for "Criteria". You should keep in mind that procedures refer to the methods that are employed while the criteria refers to the standards of performance that are established for or expected of students.

In the first series of questions it is important to keep in mind that you are seeking information concerning the instructor's procedures and criteria for evaluating hearing students. If the interviewee begins to elaborate on the evaluation of deaf students, you should remind them that you are seeking information concerning their procedures for evaluating hearing students and that later in the interview they will have an opportunity to describe how they evaluate their deaf students.

Question 1a. This question focuses on the content of the subject -- the subject matter to be learned. You are trying to identify how the instructors assess the subject matter or information which the students have learned. Such procedures as classroom tests (written or oral), standardized tests and or performance tests are typical of the procedures which may be used to assess one's knowledge about a subject matter area. How these tests (or other procedures) are utilized, how often, and under what conditions represent dimensions of "procedures" about which information can and should be obtained. It is conceivable that information concerning the criteria for the evaluation of subject matter may be provided as the procedures are explained or described. If not, you should seek information about the instructor's criteria through direct questioning or probing leads. These leads can be interjected at any appropriate point in the instructor's response. Criteria, such as marks or other standards, which determine degrees of success or failure represent the kinds of information which are sought in this category.

Question 1b. This question focuses on the assessment of student performance highlighting the quality of their performance and the skills they exhibit. A student's accuracy, thoroughness, level of skill attainment or work behaviors represent areas of responses you are seeking to identify. As the teachers elaborate on the procedures they use to assess the different areas of performance, be alert to the mention or description of any materials which they may use (e.g. scaled forms, rating sheets, checklists) and obtain copies of these forms to supplement your written responses.

Since each occupational education teacher may be emphasizing different skills, it will be helpful if you can identify some specific skills which are illustrative of how they assess the student's quality of performance. For example, in architectural drafting, what procedures are used in assessing layout, design, assembly or detail skills? In a food service course, the evaluation of skills associated with handling, preparing or cooking (meats, vegetables, fruit) could be detailed.

As in Question 1a, Question 1b focuses primarily on the identification and elaboration of procedures for evaluating the quality of performance. You will have to use direct questioning or probing to elicit information concerning the criteria which are applied to the different procedures which have been identified.

Question 1c. This question focuses on the quantity of work and explores different dimensions of student productivity (e.g. speed). It may be more difficult for instructors in some occupational education areas to identify areas where the evaluation of quantity of work is important. Some may have some difficulty in differentiating between the quantity of work and the quality of work. In these instances, you should be prepared to provide an example (from any occupational education area). Be alert to any materials they may use to assess student productivity and obtain copies of any materials that will help to explain either the procedures they are using or the criteria they are applying.

Question 1d. This question explores a wide variety of personal attributes, characteristics or behaviors that are either general to all work situations (e.g. punctuality, responsibility, cooperation, dependability) or specific to an occupational endeavor (adherence to safety rules/regulations, ability to follow directions, creativity). While it is not necessary to differentiate between those that are general or specific, it is essential to identify those several personal characteristics or behaviors that the instructor feels are extremely important. As in the previous questions for this series, you should distinguish between the procedures and the criteria for evaluation and pick up any supporting materials which the instructor is using.

Question 1e. Be sure to explore any other procedures and criteria that have not been talked about previously.

QUESTIONS 2a - 2e

This set of questions focuses on how different occupational education instructors evaluate the deaf students in their classes. The questions in this series are based on interviewee evaluation practices with hearing students. The intent in each question is to ascertain (1) if the instructor uses the same procedures in the evaluation of deaf students, (2) if the instructor uses the same criteria in the evaluation of deaf students and (3) to either verify the information or to identify how the procedures or the criteria have been modified or adapted in the evaluation of deaf students.

The initial question is dichotomous requiring a "yes" or "no" response. In each question, a "yes" response (or an answer that would imply a "yes" response), requires that you verify the information by cross-checking the response using data provided from the appropriate earlier question associated with the evaluation of hearing students. You can do this by saying, "Earlier you indicated that you used (e. g. classroom tests) to measure the information students have learned. Are you saying that you used these same tests in the same way with deaf students?" In your cross-checking (verification), be sure to validate both the procedures that are used and the criteria that are applied. If you are satisfied at this point that the response should be recorded "yes", it is then so recorded.

If the answer to the initial question is "no", then you proceed to the alternate question on the Interview Schedule. The alternate question is directed at the identification of changes in the procedures used in the evaluation of deaf students. However, you should identify how the criteria have been changed and modified as well as the procedures. Space is provided for recording information on both modifications in procedures and criteria.

In seeking information about modifications in procedures or criteria, you may need to use direct questioning, seeking examples or probing leads (e. g. "Could you give me an example of the standards that you employ when you mark a deaf student's paper?" or "Would you explain how you changed a classroom tests for a deaf student?"). When the interviewee provides information about changes in the procedures of criteria for evaluating deaf students in any of the question areas, ascertain, insofar as possible, the reasons for making these changes. You should record the reasons for any changes in evaluation practices or criteria on the Interview Schedule. Note the reasons with an asterisk (*) so they can be readily distinguished from any descriptions of changes that have been recorded.

Questions 2a - 2d. In proceeding through Questions 2a - 2d, the guidelines offered for Questions 1a - 1d can be used to clarify any areas or meanings not fully understood by the interviewee. However, since the interviewee has responded to the same content areas, it should not be necessary to supply any additional explanations. On the other hand, if you feel that the interviewee misunderstood the area of evaluation being explored the first time, it will be necessary to seek his response to the question for hearing students first.

Question 2c. Also, be sure to explore any other procedures and criteria that have not been talked about previously.

QUESTIONS 3a - 3c

Questions 3a - 3c ask about similarities and differences between deaf and hearing students. It is quite likely that the similarities and differences which are perceived by the instructors will vary widely and will be related to the attitudes about and understandings of deafness of the instructor and to the nature of the work associated with the area of study. In recording these differences, you should identify as clearly as possible the nature of the difference seeking illustrations to describe how these differences have been observed or identified.

Question 3a. This question focuses on the quality of work performance. The guidelines used in Question 1b can be used to clarify meanings and areas of performance where students are being compared. Your recorded notes should identify as clearly as possible both the area of work performance where differences have been noted as well as the nature of these differences.

Question 3b. This question focuses on personal characteristics and behaviors and the guidelines used in Question 1d can be used to clarify personal traits or behaviors that apply to this question. Your recorded notes should identify clearly the trait or behavior that has been identified and should provide sufficient detail concerning the nature of the differences that have been noted.

Question 3c. This question explores how the instructor feels about the learning rate of deaf students. While the question may be interpreted with reference to subject matter content, skill mastery or to other areas of learning, it is the general overall perception of the instructor that is being elicited. Space has been provided for recording explanations for both the "yes" and "no" responses. Provide examples to support any descriptions or explanations as necessary and helpful.

QUESTIONS 4a - 4b

Questions 4a and 4b seek to ascertain in what ways, if any, the level of reading or mathematical achievement of deaf students has affected the progress of deaf students in occupational education classes. Although the dichotomous "yes"-"no" response is provided, you should seek any additional information that may seem pertinent by direct questioning, seeking examples and probing leads. If a "yes" answer is given or implied, specific details concerning the instructor's perception of the student's level of achievement should be determined as well as descriptions or explanations of how the deficiency or the proficiency of the students has inhibited or enhanced progress. Specific examples relating course experiences and/or expectations to the level of achievement should be provided in recorded responses as much as possible.

QUESTION 5

This question refers to any modifications in the procedures or standards that were identified in the Question 2 series. If no modifications or changes were identified at that time, this question can be omitted. It may be necessary to indicate what modifications were discussed at that time and this can be accomplished by restating these changes after the "Earlier you said . . ." statement. The intent in this question is to determine to what extent procedures or criteria are consistently modified and to identify under what circumstances and in what instances such consistency is or is not necessary. You should use direct questioning, probing, seeking examples or clarification leads to seeking explanations or descriptions that will fulfill the intent of the question.

QUESTION 6

Question 6 is an open-ended question that seeks to identify the different methods that instructors may use to report or discuss their evaluations to students and their parents. You should explore all reporting methods including student or student-parent conferences as well as the system used for grading (marks, scales, or essay evaluation sheets should be appended to the Interview Schedule).

C2
1976-77

INTERVIEW SCHEDULE
FOR
THE EVALUATION OF HEARING AND DEAF STUDENTS
IN THE OCCUPATIONAL EDUCATION CLASSROOM
Occupational Education Instructor Form
(Objective #3)

nterviewee:______________________________ Sex: Male __ Female __

chool:______________________________ Location:______________________________

ourse taught:______________________________ Date:______________________________

o. of Semesters teaching deaf students (including this semester)________

o. of deaf students taught (including this semester) ____________

nterviewer:______________________________

EGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is tudying the participation of deaf students in the BOCES Occupational Education enter. In our time together, I'd like to explore how you evaluate the classroom erformance of hearing and deaf students. We have a number of areas in which we re seeking information. We want to know how you evaluate your students, their nowledge or information, the quality of their performance including the skills hey attain, the quantity of their performance and lastly, their personal attributes nd behaviors as you see these exhibited in the performance of their classroom work. o you have any questions about our meeting before you begin?"

After any questions or further explanations have been dealt with, proceed ith Question 1.

1. "In the first series of questions, I am interested in finding out what procedures you employ and the criteria you use in evaluating students in your occupational education classes. I am interested in how you evaluate your hearing students. Later we can talk about any special procedures or criteria that you use for evaluating deaf students. Let's start with your evaluation of a student's information or knowledge."

   a. "What procedures do you use for evaluating the knowledge of your hearing students?"

      Procedures for Evaluation   Criteria

   b. "What procedures do you use for evaluating the quality of performance, that is, the skills, of your hearing students (e.g. accuracy, thoroughness)?

      Procedures for Evaluation   Criteria

c. "What procedures do you use for evaluating the quantity of work of your hearing students?"

Procedures for Evaluation	Criteria

d. "What procedures do you use for evaluating the personal characteristics or behaviors of your hearing students?"

Procedures for Evaluation	Criteria

e. "Are there any other procedures you use in evaluating your hearing students that you have not talked about?"

YES __ NO __

If YES, record the other procedures below.

Procedures for Evaluation	Criteria

2. "Now, let's consider how you evaluate your deaf students. We might start as before with student knowledge about the subject."

   a. "Do you use the same procedures with deaf students that you use with hearing students to evaluate their knowledge of subject-matter?"

      YES __ NO __

      If a YES answer is given or implied, verify the information by cross-checking the response using data provided in Question 1a.

      If a NO answer is given or implied, ascertain what changes in both procedures and criteria have been made by asking: "What changes in the procedures for evaluating the knowledge of deaf students have you made?"

      Procedures for Evaluation Criteria

   b. "Do you use the same procedures with deaf students that you use with hearing students to evaluate the quality of performance (i.e. skills)?"

      YES __ NO __

      If a YES answer is given or implied, verify the information by cross-checking the response using data provided in Question 1b.

      If a NO answer is given or implied, ascertain what changes in both procedures and criteria have been made by asking: "What changes in the procedures do you use for evaluating the quality of performance of your deaf students?"

      Procedures for Evaluation Criteria

c. "Do you use the same procedures with deaf students that you use with hearing students to evaluate the quantity of work?"

YES __ NO __

If a YES answer is given or implied, verify the information by cross-checking the response using data provided in Question 1c.

If a NO answer is given or implied, ascertain what changes in both procedures and criteria have been made by asking: "What changes in the procedures for evaluating the quantity of work of your deaf students have you made?"

Procedures for Evaluation Criteria

d. "Do you use the same procedures with deaf students that you use with hearing students to evaluate the personal characteristics or behaviors?"

YES __ NO __

If a YES answer is given or implied, verify the information by cross-checking the response using data provided in Question 1d.

If a NO answer is given or implied, ascertain what changes in both procedures and criteria have been made by asking: "What changes in the procedures for evaluating the personal characteristics or behaviors of your deaf students have you made?"

Procedures for Evaluation Criteria

e. "Are there any other procedures you use in evaluating your deaf students that you have not talked about?"

YES __ NO __

If YES, record any changes in procedures or criteria below.

Procedures for Evaluation	Criteria

3. "In the following questions we will be asking for your perceptions of the similarities and differences between deaf and hearing students."

a. "Are deaf students the same in the quality of their work performance as their hearing counterparts?"

YES __ NO __

If NO, record how they are different.

b. "Do deaf students exhibit the same personal characteristics or behaviors as their hearing counterparts?"

YES __ NO __

If NO, record how they are different.

c. "Do you feel that deaf students achieve at the same rate as their hearing counterparts?"

YES __ NO __

If YES, explain:

If NO, explain:

4. a. "Has the level of reading achievement affected the progress of any deaf students in your classes?"

YES __ NO __

Explanation:

b. "Has the level of mathematical achievement affected the progress of any deaf students in your classes?"

YES __ NO __

Explanation:

5. "Earlier you said that you had modified your procedures and/or standards for evaluating deaf students. Do you use the modified procedures or criteria to evaluate deaf students consistently throughout your program?"

YES __ NO __

If NO, explain:

6. "How do you report your evaluations to your students and parents?"

Students	Parents

C2
1977-78

INTERVIEW PROTOCOL

FOR

THE EVALUATION OF HEARING AND DEAF STUDENTS

IN THE OCCUPATIONAL EDUCATION CLASSROOM

Occupational Education Instructor Form

(Objective #3)

1977-78

PURPOSE OF THE INTERVIEW

The purpose of the interview is to identify and explore (1) the procedures, (2) frequency of those procedures, (3) criteria, and (4) the grading systems which occupational education teachers use to evaluate the classroom performance of hearing and deaf students. Further, the interview is used to ascertain in what ways classroom teachers have had to modify their regular evaluation processes in terms of the four components of evaluation mentioned above in order to provide for the evaluation of deaf students. The interview protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, exploring related areas, and gathering materials which should be picked up at the time of the interview if possible.

The interview focuses on one basic and most important question: "How well do deaf students succeed in occupational education classes compared with their hearing counterparts?" In this connection, the interview is designed to explore the performance of deaf students in four areas: (1) knowledge, (2) quality of performance (including skills), (3) quantity of performance, and (4) personal attributes and behaviors (as exhibited in the performance of their classroom work).

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines.

1. The Interview Schedule consists of open-ended and dichotomous ("yes"-"no") questions. However, based on last year's analysis of the results of a wide variety of procedures, frequency of procedures, criteria and grading systems were reported by the instructors interviewed. Specific procedures, the amount of use, the criteria and the grading methods may be identified depending on their relationship to the content of specific occupational education classes. With the basic information from the protocol you will use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview and protocol leads, you should try to follow the responses of the interviewee being careful not to suggest answers or bias the nature of their responses.

2. Those questions yielding a "yes"-"no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no," you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee according to the base information derived from last year's data. Therefore, your judgment in those questions requiring a "yes"-"no"

response becomes the final determinant as to how they are coded. You should use interviewee responses as a basis for pursuing the elements or intent of the question reserving the classification of the response of the Interview Schedule for when you have completed that portion of the interview.

3. Supplementary information materials that have been and should be collected as a part of the interview should be identified on the interview schedule and numbered to correspond with the question. Information concerning their use or relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all materials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

4. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissable to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly thereafter and before another interview is undertaken. This will avoid confusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

5. The first page of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish your reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanations or additional conversation is essential to conduct of the interview, then you should take whatever additional time is necessary. In these instances, you should note on the first page of the Interview Schedule the (1) types of additional information that were either solicited or provided, (2) nature or content of any additional conversation and (3) length of time involved before you were able to proceed with the interview.

SPECIFIC INFORMATION

QUESTIONS 1a-1e

In this series of questions, you are attempting to identify the procedures, frequency of those procedures, the criteria and the grading systems the instructors utilize. Questions 1a-1d explore four different areas of student performance Question 1e is more general and is included to identify any areas of information which are unique to a particular subject matter area or which cannot be classified in any of the other four areas. The question is directed at the identification of procedures since it is assumed that most teachers will find it easier to talk about the procedures or methods they use to evaluate students. Then the teachers are asked to describe how often they use their procedures. Next, the interviewer will find it necessary, therefore, to seek information concerning the criteria which are employed if such information is not provided in responding to the initial question. Last but not least, the teacher is asked to describe the grading systems used to report students' progress in their occupational education courses. Specific guidelines for the collection of this information are provided below.

In recording interviewee responses for Questions 1a-1e, space has been provided for information concerning "Procedures for Evaluation," "Frequency," "Criteria," and for "Grading." You should keep in mind that procedures refer to the methods; frequency refers to how often the methods are used; the criteria refers to the standards of performance that are established for or expected of students; and grading systems refers to how students' progress is reported based on the criteria used.

In the first series of questions it is important to keep in mind that you are seeking information concerning the instructor's procedures, frequency, criteria, and grading methods for evaluating hearing students. If the interviewees begin to elaborate on the evaluation of deaf students, you should remind them that you are seeking information concerning their procedures for evaluating hearing students and that later in the interview they will have an opportunity to describe how they evaluate their deaf students.

Question 1a. This question focuses on the content of the subject -- the subject matter to be learned. You are trying to identify how the instructors assess the subject matter or information which the students have learned.

1. Such typical procedures as reported by last year's teachers include: (1) observations, (2) practical assignments, (3) written tests, (4) mid-term and final exams, (5) research papers/projects. Ask for details of either those above mentioned procedures or (6) other procedures not indicated by respondents. Since each occupational education teacher may be emphasizing different skills, it will be helpful if you can identify some specific skills which are illustrative of how they assess the student's knowledge of content. For example, in architectural drafting, what procedures are used in assessing layout, design, assembly or detail skills? In a food service course, the evaluation of skills associated with handling, preparing or cooking (meats, vegetables, fruit) could be detailed. Collect tests papers and other materials they use to evaluate students content knowledge.

ii. After identifying those procedures, ask the instructors to specify how often their procedure(s) were used: (1) daily, (2) weekly, (3) quarterly, (4) biannually, or (5) other.

iii. Teachers are then to be asked directly what criteria they based their procedures on that are used to measure students' content knowledge which may be one, some or all of the following: (1) points, (2) subjective, (3) some percentage toward the final grade, (4) percent per question exam, (5) letter grade, (6) state guidelines (specify) or some other criteria.

iv. Ask teachers how they determined the degrees of success or failure according to their grading systems which may be either "65% is passing" or some other system not indicated by the respondents. Probe whether this grading system exemplifies final total course grades or partial grades contributing to a final grade.

Question 1b. This question focuses on the assessment of student performance highlighting the quality of their performance and the skills they exhibit. A student's accuracy, thoroughness, level of skill attainment or work behaviors represent areas of responses you are seeking to identify. As the teachers elaborate on the procedures they use to assess the different areas of performance, be alert to the mention or description of any materials which they may use (e.g. scaled forms, rating sheets, checklists) and obtain copies of these forms to supplement your written responses.

i. Teachers have reported the following basic procedures used to assess their students' work quality:

(1) performance evaluation -- logbooks, skills lists, skills rating sheets, observations checklists, student/teacher evaluation ratings, clinical exposure, skills tests, class tasks, progress against tasks.

(2) product evaluations -- examine and taste products, examines products based on performance following instructions, inspection of products, completion of products.

(3) product and performance evaluation -- performance and completion of finished product, job sheet and grading sheet.

ii. Ask the instructors how often their procedures were used to evaluate students performance and/or products. Instructors have typically reported their procedures were employed on a daily basis or at "each marking period" (5-10 days).

iii. Teachers are then to be asked to describe their standards or criteria used to evaluate hearing students' performance quality. Most criteria reported by last year's respondents were course-specific. Probe for specific criteria the respondents use which may include the following: teacher initials when complete, meets objectives, subjective, based on students' abilities, follows directions, meets "professional standards of trade" and others. Ask the teachers what "professional standards" of their trade means when they indicate that.

iv. Systems of grading are used by teachers to report on their students progress based on the above criteria. Ask the instructors specifically what grades, marks, percents, or subjective notes they use to grade their hearing students work quality. Probe whether the grade for assessing student performance is part or whole of the final grade for the course.

As in Question 1a, Question 1b focuses primarily on the identification and elaboration of procedures for evaluating the quality of performance. You will have to use direct questioning or probing to elicit information concerning the frequency of procedures, the criteria and the grading systems which are applied to the different procedures that have been identified.

Question 1c. This question focuses on the quantity of work and explores different dimensions of student productivity (e.g. speed). It may be more difficult for instructors in some occupational education areas to identify areas where the evaluation of quantity of work is important. Some may have some difficulty in differentiating between the quantity of work and the quality of work. In these instances, you should be prepared to provide an example (from any occupational education area). Be alert to the fact that quantity may be evaluated as a function of volume of total course content materials completed and/or the volume of productivity in relation to any specific course objective. Attempt, in probing to assess this distinction. Be alert to any materials they may use to assess student productivity and obtain copies of any materials that will help to explain either the procedures they are using or the criteria they are applying.

i. Teachers have typically reported the following procedures used to evaluate students work quantity: (1) completion and evaluation of projects/products, (2) performance evaluations, (3) performance and product evaluations or (4) no set quantity. If they have any blank forms of materials used to assess students' amount of work, collect them.

ii. Ask the instructors how often they used any of the above procedures to assess students' performance quantity: daily, weekly, quarterly, "depending on students' abilities (if they respond "depending on . . ." probe for examples of the types of student abilities - what levels, etc. e.g.).

iii. The criteria used to base the instructor's evaluation procedures on could be any of the following: completion of one or a number of projects/assignments/tasks/objectives, vary according to student ability (probe for details) or other standards not previously mentioned.

iv. Teachers are asked, next to describe their grading systems used to report on their students work. Such methods ranged from whether final grades were lowered if incomplete performance resulted, to subjective judgments were made by the teachers. Probe teachers for information on whether their grading methods were in numerical or letter grade equivalents or subjective. Ask them also if this component of the evaluation resulted in a partial grade or final grade for the course.

Teachers may have supplementary materials that exemplify the grading method used in the above procedures based on the above criteria.

Question 1d. This question explores a wide variety of personal attributes, characteristics or behaviors that are either general to all work situations (e.g. punctuality, responsibility, cooperation, dependability) or specific to an occupational endeavor (adherence to safety rules/regulations, ability to follow directions, creativity). While it is not necessary to differentiate between those that are general or specific, it is essential to identify those several personal characteristics or behaviors that the instructor feels are extremely important.

i. Several observation procedures used to measure hearing students general or specific behaviors have been reported. Teachers indicated they observed for absenteeism, performance on task, awareness of safety, horseplay, lateness, and many other course-specific behaviors. Probe for specific observation techniques such as logbooks. Collect any materials used to record student performance and attributes.

ii. Teachers should report the frequency of their observation techniques to measure their students desirable and undesirable performances. Teachers have reported they observed their students daily, weekly or several times a year.

iii. For evaluating their students work attributes, most of the criteria reported were: course-specific, based on student norms, individually-based, "based on school guidelines." In all cases, probe for specifics on each instructors' criteria. Also request any supplementary materials they could provide to serve as examples of the criteria they specified to assess student characteristics.

iv. Grading systems were reported by instructors to be in terms of points, numbers, ratings, letter grades or subjective reports. These grading systems for assessing hearing students learning behavior in the classroom may or may not be included in the final grade - ask the teacher which is the case.

Question 1e. Be sure to explore any other procedures their frequency of use, the criteria and grading systems used that have not been talked about previously. Teachers have reported observations that took place daily or weekly, were incorporated in their daily or quarterly grades or were more course or behavior specific. Probe to ascertain the difference between these procedures and those used that were reported in the above sections.

QUESTIONS 2a-2e

This set of questions focuses on how different occupational education instructors evaluate the deaf students in their classes. The questions in this series are based on interviewee evaluation practices with hearing students. The intent in each question is to ascertain (1) if the instructor uses the same procedures in the evaluation of deaf students, (2) if the teacher uses the same procedures as often with deaf and hearing students, (3) if the instructor uses the same criteria in the evaluation of deaf students, (4) if the instructor uses the same grading systems, whether the grade was part or whole of the final grade as for the hearing students, and (5) to either verify the information or to identify how the procedures or the criteria have been modified or adapted in the evaluation of deaf students.

The initial question is dichotomous requiring a "yes" or "no" response. In each question, a "yes" response (or an answer that would imply a "yes" response), requires that you verify the information by cross-checking the response using data provided from the appropriate earlier question associated with the evaluation of hearing students. You can do this by saying, "Earlier you indicated that you used (e.g. classroom tests) to measure the information students have learned. Are you saying that you used these same tests in the same way with deaf students?" In your cross-checking (verifications), be sure to validate both the procedures that are used and the criteria that are applied. If you are satisfied at this point that the response should be recorded "yes," it is then so recorded.

If the answer to the initial question is "no," then you proceed to the alternate question on the Interview Schedule. The alternate question is directed at the identification of changes in the procedures used in the evaluation of deaf students. However, you should also identify how often the procedures were used, the criteria and grading systems used, and how the criteria have been changed and modified as well as the procedures. Space is provided for recording information on modifications in procedures, frequency, criteria, and grading methods.

In seeking information about modifications in procedures, frequency, criteria or grading methods, you may need to use direct questioning, seeking examples or probing leads (e.g. "Could you give me an example of the standards that you employ when you mark a deaf student's paper?" or "Would you explain how you changed a classroom test for a deaf student?"). When the interviewee provides information about changes in the procedures of criteria for evaluating deaf students in any of the question areas, ascertain, insofar as possible, the reasons for making these changes, You should record the reasons for any changes in evaluation practices or criteria on the Interview Schedule. Note the reasons with an asterisk (*) so they can be readily distinguished from any descriptions of changes that have been recorded.

Questions 2a-2d. In proceeding through Questions 2a-2d, the guidelines offered for Questions 1a-1d can be used to clarify any areas or meanings not fully understood by the interviewee. However, since the interviewee has responded to the same content areas, it should not be necessary to supply any additional explanations. On the other hand, if you feel that the interviewee misunderstood the area of evaluation being explored the first time, it will be necessary to seek his response to the question for hearing students first.

Question 2a. Teachers are asked to report on different procedures, criteria and grading methods used to assess their deaf students content knowledge.

i. Several different procedures reported by last year's instructors were: oral or written tests, quizzes (probe whether they are modified or unmodified from the hearing version), individualized, more communication during testing, extra time given, use interpreter or liaison during tests; and maybe others not previously mentioned.

ii. Probe teachers for if procedures were used more often or least often with deaf students as compared with other hearing students in the same course.

iii. Teachers have reported varying standards that were different for hearing than for deaf students such as: performance weighed more heavily or only than knowledge, "criteria are the same," subjective (benefit of doubt) used, "less critical toward deaf students," "different criteria," 35-45% of correct answers are equivalent to 90% of correct answers for hearing students.

iv. In reporting students success or failure in their program, teachers have utilized the same or different grading systems for evaluating deaf students' content knowledge or did not grade students after students are tested with the above procedures. Probe to ascertain whether the students' grades for content knowledge were part or whole of the final grade for the course or not counted toward the final at all. Collect any materials that reflect modified procedures, criteria, and grading systems as well as the frequency of use for each procedure mentioned.

Question 2b. As with 2a, teachers may report that different procedures are used to assess their deaf students performance quality - either they modified their procedures - gave more or less tasks, simplified tasks or used "observation procedures to take-in consideration handicaps." Probe for specifics. Instructors reported no differences in frequency of procedures - however the interviewer should ascertain whether they used a procedure more or less often with deaf students than hearing students and how often used. Standards, according to instructors were either the same, or lower for assessing students work quality. Differences in grading systems as reported by instructors do not seem to be apparent for this component of the evaluation system - however, grading could be reported as "subjective." Ask for supplementary materials if any to accompany this item.

Question 2c. Be alert to the fact that quantity may be evaluated as a function of volume of total course content material completed and/or the volume of productivity in relation to any specific course objective. Attempt, in probing to assess this distinction. Teachers may assess deaf students performance quantity with the following procedures: (1) give students more time, (2) give them fewer tasks, or (3) tasks are individually-based. The frequency with which the above procedures were used were not ascertained from the instructional data last year: (probe for information). Teachers are to be asked about their criteria used. Criteria seemed to be lowered; teachers reported they: do not penalize deaf students for incomplete work, require deaf students to complete less amount of work than hearing students. The interviewer should also ask instructors to describe their different grading systems (if any) in use for reporting deaf students progress in terms of work quantity. Remember to collect any relevant materials to supplement the interview information.

Question 2d. Most teachers will probably report the use of the same procedures, frequency of use, criteria and grading methods to evaluate their deaf and hearing students' characteristics. However they may also report on behaviors unique to deaf students such as "very cooperative" to "more withdrawn."

Question 2e. Additional procedures reported by instructors in last year's data collection attempt were: oral tests, extra projects or same procedures used as with hearing students. Teachers either used subjective or objective means that were the same procedures and with hearing students.

QUESTIONS 3a-3c

Questions 3a-3c ask about similarities and differences between deaf and hearing students. It is quite likely that the similarities and differences which are perceived by the instructors will vary widely and will be related to the attitudes about and understandings of deafness of the instructor and to the nature of the work associated with the area of study. In recording these differences, you should identify as clearly as possible the nature of the difference seeking illustrations to describe how these differences have been observed or identified. Instructors have perceived that deaf and hearing students have equal and varying abilities - there are low ability deaf students as there are low ability hearing students.

Question 3a. This question focuses on the quality of work performance. The guidelines used in Question 1b can be used to clarify meanings and areas of performance where students are being compared. Your recorded notes should identify as clearly as possible both the area of work performance where differences have been noted as well as the nature of these differences. Teachers have reported that deaf students performed, equally, better than or inferiorally to hearing students in terms of quality, Also that it took longer to reach performance quality for the deaf students.

Question 3b. This question focuses on personal characteristics and behaviors and the guidelines used in Question 1d can be used to clarify personal traits or behaviors that apply to this question. Your recorded notes should identify clearly the trait or behavior that has been identified and should provide sufficient detail concerning the nature of the differences that have been noted. Instructors indicated that deaf students seem to possess the same characteristics however instructors also reported deaf students were more sensitive to failure, less distracted when working, and so on. Probe for specific student characteristics instructors observed in their deaf students.

Question 3c. This question explores how the instructor feels about the learning rate of deaf students. While the question may be interpreted with reference to subject matter content, skill mastery or to other areas of learning, it is the general overall perception of the instructor that is being elicited. Space has been provided for recording explanations for both the "yes" and "no" responses. Provide examples to support any descriptions or explanations as necessary and helpful. Teachers indicated that deaf students took longer to achieve understanding of concepts, vocabulary, background for skills that required reading. Probe for specific problems and skills deaf students seem to have that affect their rate of progress.

QUESTIONS 4a-4b

Questions 4a and 4b seek to ascertain in what ways, if any, the level of reading or mathematical achievement of deaf students has affected the progress of deaf students in occupational education classes. Although the dichotomous "yes"-"no" response is provided, you should seek any additional information that may seem pertinent by direct questioning, seeking examples and probing leads. If a "yes" answer is given or implied, specific details concerning the instructor's perception of the student's level of achievement should be determined as well as descriptions or explanations of how the deficiency or the proficiency of the students has inhibited or enhanced progress. Specific examples relating course experiences and/or expectations to the level of achievement should be provided in recorded responses as much as possible. Overwhelmingly, last year's teacher's indicated that reading levels affected the progress of the deaf students in class. A slight majority of instructors did not consider (math achievement levels)to have any affect on deaf students' progress.

QUESTION 5

This question refers to any modifications in the procedures or standards that were identified in the Question 2 series. If no modifications or changes were identified at that time, this question can be omitted. It may be necessary to indicate what modifications were discussed at that time and this can be accomplished by restating these changes after the "Earlier you said . . . " statement. The intent in this question is to determine to what extent procedures or criteria are consistently modified and to identify under what circumstances and in what instances such consistency is or is not necessary. You should use direct questioning, probing, seeking examples or clarification leads to seeking explanations or descriptions that will fulfill the intent of the question. Those teachers who indicated they modified their procedures, frequency of use, criteria and grading systems maintained their previous modifications throughout their course.

QUESTION 6

Question 6 is an open-ended question that seeks to identify the different methods that instructors may use to report or discuss their evaluations to students and their parents. You should explore all reporting methods including student or student-parent conferences as well as the system used for grading (marks, scales, or essay evaluation sheets should be appended to the Interview Schedule). Instructors reported the use of report cards, progress reports, and individual conferences last year. Often it was not clear if student or teacher initiated contacts about grades and the like. Probe for specifics - who was contacted by whom, why, where, when?

C2

INTERVIEW SCHEDULE

1977-78

for

THE EVALUATION OF HEARING AND DEAF STUDENTS IN THE OCCUPATIONAL EDUCATION CLASSROOM

Occupational Education Instructor Form

(Objective #3)

Interviewee:__________________ Sex: Male ___ Female ___

School:__________________ Location:__________________

Course taught:__________________ Date:__________________

No. of Semesters teaching deaf students (including this semester)__________________

No. of deaf students taught (including this semester)__________________

Interviewer:__________________

BEGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I'd like to explore how you evaluate the classroom performance of hearing and deaf students. We have a number of areas in which we are seeking information. We want to know how you evaluate your students, their knowledge or information, the quality of their performance including the skills they attain, the quantity of their performance and lastly, their personal attributes and behaviors as you see these exhibited in the performance of their classroom work. I realize that I may be exploring sensitive and perhaps confusing areas but your honest responses will be appreciated. Do you have any questions about our meeting before you begin?"

After any questions or further explanations have been dealt with, proceed with Question 1.

1. "In the first series of questions, I am interested in finding out what procedures you employ, how often, the criteria and grading methods you use in evaluating students in your occupational education classes. I am interested in how you evaluate your hearing students. Later we can talk about any special procedures or criteria that you use for evaluating deaf students. Let's start with your evaluation of a student's information or knowledge."

   a. "What are the procedures, frequency of use, criteria and grading systems you use evaluating the knowledge of your hearing students? Please elaborate on each component of the question."

Procedures for Evaluation	Frequency	Criteria	Grading Systems

"Do you have any supplementary materials to exemplify your assessment procedures?"

   b. "What procedures do you use for evaluating the quality of performance, that is, the skills, of your hearing students (e.g. accuracy, thoroughness)?"

Procedures for Evaluation	Frequency	Criteria	Grading Systems

"Do you have any materials that could accompany the responses to this item?"

c. "What are the procedures, frequency of use, criteria and grading methods you use for evaluating the quantity of work of your hearing students?"

Procedures for Evaluation	Frequency	Criteria	Grading Systems

"Do you have any examples of the logbooks and other materials you use to assess the hearing students' amount of work?"

d. "What procedures, frequency of use, criteria and grading methods do you use for evaluating the personal characteristics or behaviors of your hearing students?"

Procedures for Evaluation	Frequency	Criteria	Grading Systems

"Do you have any materials in the form of checklists or rating sheets to accompany your remarks on personal characteristic evaluation of hearing students?"

e. "Are there any other procedures and relevant information regarding your evaluation methods for your hearing students that you have not talked about?" YES __ NO __

If YES, record the other procedures below.

Procedures for Evaluation	Frequency	Criteria	Grading Systems

2. "Now let's consider how you evaluate your deaf students. We might start as before with student knowledge about the subject.

   a. "Do you use the same procedures, frequency of use, criteria and grading methods with deaf students that you use with hearing students to evaluate their knowledge of subject-matter?" YES ___ NO ___

      If a YES answer is given or implied, verify the information by cross-checking the response using data provided in Question 1a.

      If a NO answer is given or implied, ascertain what changes in both procedures and criteria have been made by asking: "What changes in the procedures for evaluating the knowledge of deaf students have you made?"

Procedures for Evaluation	Frequency	Criteria	Grading Systems

"Do you have any modified versions of written tests, performance tests to accompany your responses to this item?"

   b. "Do you use the same procedures, frequency of use, criteria and grading methods with deaf students that you use with hearing students to evaluate the quality of performance (i.e. skills)?" YES ___ NO ___

      If a YES answer is given or implied, verify the information by cross-checking the response using data provided in Question 1b.

      If a NO answer is given or implied, ascertain what changes in both procedures and criteria have been made by asking: "What changes in the procedures do you use for evaluating the quality of performance of your deaf students?"

Procedures for Evaluation	Frequency	Criteria	Grading Systems

"Any supplementary materials from you for accompanying your responses to this item are welcome."

c. "Do you use the same procedures, frequency of use, criteria and grading methods with deaf students that you use with hearing students to evaluate the quantity of work?" YES __ NO __

If a YES answer is given or implied, verify the information by cross-checking the response using data provided in Question 1c.

If a NO answer is given or implied, ascertain what changes in both procedures and criteria have been made by asking: "What changes in the procedures for evaluating the quantity of work of your deaf students have you made?"

Procedures for Evaluation	Frequency	Criteria	Grading Systems

"Do you have any supplementary materials that exemplify your procedures to go with your responses to this item?"

d. "Do you use the same procedures, frequency of use, criteria, and grading system with deaf students that you use with hearing students to evaluate the personal characteristics or behaviors?" YES __ NO __

If a YES answer is given or implied, verify the information by cross-checking the response using data provided in Question 1d.

If a NO answer is given or implied, ascertain what changes in both procedures and criteria have been made by asking: "What changes in the procedures for evaluating the personal characteristics or behaviors of your deaf students have you made?"

Procedures for Evaluation	Frequency	Criteria	Grading Systems

"Are there any additional materials you can provide for your responses to this item?"

e. "Are there any other procedures, frequency of use, criteria and grading systems you use in evaluating your deaf students that you have not talked about?" YES __ NO __

If YES, record any changes in procedures or criteria below.

Procedures for Evaluation	Frequency	Criteria	Grading Systems

"Please provide any or all supplementary materials you use to facilitate the evaluation process with deaf students."

3. "In the following questions we will be asking for your perceptions of the similarities and differences between deaf and hearing students."

a. "Are deaf students the same in the quality of their work performance as their hearing counterparts?"

YES __ NO __

If NO, record how they are different.

b. "Do deaf students exhibit the same personal characteristics or behaviors as their hearing counterparts?"

YES __ NO __

If NO, record how they are different.

c. "Do you feel that deaf students achieve at the same rate as their hearing counterparts?"

YES __ NO __

If YES, explain:

If NO, explain:

4a a. "Has the level of reading achievement affected the progress of any deaf students in your classes?"

YES __ NO __

Explanation:

b. "Has the level of mathematical achievement affected the progress of any deaf students in your classes?"

YES __ NO __

Explanation:

5. "Earlier you said that you had modified your procedures and/or standards for evaluating deaf students. Do you use the modified procedures or criteria to evaluate deaf students consistently throughout your program?"

YES __ NO __

If NO, explain:

6. "How do you report your evaluations to your students and parents?"

Students	Parents

APPENDIX D

Instrumentation for Objective 4

D-1 Interview Protocol and Schedule for the Pattern of Instructional Strategies and Inservice Training Programs - Occupational Education Instructor Form

D-2 Interview Protocol and Schedule for the Pattern of Instructional Strategies and Inservice Training Programs - Pupil Personnel Form

D-3 Interview Protocol and Schedule for the Pattern of Instructional Strategies and Inservice Training Programs - Student Form

D-4 Observer's Guide and Record Form for Classroom Observation of Teaching Strategies

D-5 Interviewers Guide and Record Form to Conducting the Observation Follow-up Interviews with Classroom Teachers and Pupils

D-6 Revised Interview Protocol and Schedule for Inservice Training Programs

EC 123 464

D1

INTERVIEW PROTOCOL

FOR

THE PATTERN OF INSTRUCTIONAL STRATEGIES AND IN-SERVICE TRAINING PROGRAMS

Occupational Education Instructor Form

(Objective #4)

PURPOSE OF THE INTERVIEW

The purpose of the interview is to identify and explore the instructional strategies (or methods) which occupational education teachers use to teach hearing and deaf students. Moreover, the interview is used to ascertain (1) how occupational education teachers have had to modify their regular teaching methods in order to accommodate deaf students, (2) what procedures are provided for helping deaf students deal with any special safety measures in the laboratory or shop, (3) what special changes in school or class rules and regulations have been made for deaf students, (4) what support services are provided to help teachers teach deaf students, and (5) what in-service training programs are provided for preparing teachers to work with deaf students.

The interview protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, exploring related areas, and gathering materials which should be picked up at the time of the interview, if possible.

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines.

1. The Interview Schedule consists of open-ended and dichotomous ("yes"-"no") questions. Because of the wide variety of instructional methods which may be identified and because of their relationship to the content of specific occupational education classes, you will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow the responses of the interviewee,being careful not to suggest answers or bias the nature of their response.

2. Those questions yielding a "yes"-"no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no", you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the instructor. Therefore, your judgment in those questions requiring a "yes"-"no" response becomes the final determinant as to how they are coded. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question,reserving the classification of the response on the Interview Schedule for when you have completed that portion of the interview.

3. Supplementary information materials that are collected as a part of the interview should be identified on the Interview Schedule and numbered to correspond with the question. Information concerning their use or relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all materials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

4. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissible to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly thereafter and before another interview is undertaken. This will avoid confusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

5. The cover sheet of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish your reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanation or additional conversation is essential to conduct of the interview,then you should take whatever additional time is necessary. In these instances, you should note on the cover sheet of the Interview Schedule the types of additional information that were either solicited or provided, the nature or content of any additional conversation and the length of time involved before you were able to proceed with the interview.

SPECIFIC INFORMATION

In this interview schedule, you are going to explore five areas of information which have been mentioned in the section entitled "Purpose of Interview." Refer to the section if you are not sure. Section A focuses on instructional methods for teaching hearing students. It may be necessary to keep reminding instructors that the intent of the questions in Section A is limited to hearing students only. You are seeking to identify what kinds of instructional methods they use and to explore how much time they usually spend with the different instructional methods.

Question Ala - Alf. This group of questions refers to the instructional methods that occupational education teachers may commonly use. If the response is YES, you should explore the amount of time or the frequency with which the method is used. If possible, ascertain what percentage of time is directed to the method as compared with the other methods used.

Question Alg. This question explores other teaching methods which are not covered in the previous questions. Record any methods that teachers might have and explore the amount of time they use them.

Question A2. This series of questions focuses on what kinds of class-related activities occupational education teachers provide for hearing students. Class-related activities include homework, such as reviewing materials or textbook covered in the classroom, reading instructional manuals, working problems, or other written assignments; and doing projects. You should explore how much time or how often occupational educational teachers provide for each kind of class-related activity. Ask each sub-question separately and record responses in the appropriate spaces provided.

Section B: Adaptation

This section focuses on how occupational education teachers have adapted the different instructional methods for use with deaf students.

Questions Bl and B2. The series of questions under Questions Bl and B2 follows the same pattern as those in Section A except that they refer to the procedures occupational education instructors use in teaching deaf students. Refer to the guidelines described in the "General Information" section for techniques on questioning, probing, or seeking examples -- all techniques that can be used in gathering information for the various sub-questions.

Question 3. This question attempts to explore what support personnel have been used by BOCES teachers to help with the instruction of deaf students in their classes. There are several kinds of support personnel mentioned in the series of questions. The interviewer should try to obtain information concerning how these different support personnel are used in connection with the different teaching methods.

Question 3a. This question explores the use(s) of an interpreter when the teacher has a deaf student. If the teacher responds to 3a with "yes", explore question 3a(1) and obtain information concerning the use(s) of an interpreter being sure to associate the uses with the appropriate teaching method(s). Further, explore how the teacher handles his/her teaching when there is no interpreter available.

Question 3b. This question explores the uses of a tutor to help deaf students with their learning in the occupational education classes. Obtain information concerning how the teacher uses a tutor and be sure to associate the use(s) of a tutor with the different teaching method(s).

Question 3c. This question seeks information regarding the use of personnel, other than a tutor or an interpreter, by the teacher in helping his/her teaching. The teacher may use a counselor, a psychologist, or even a nurse to help teach deaf students in his/her classes. The interviewer should specify the type of personnel used by the teacher, and explore how the personnel are used and with what instructional methods.

Question 3d. This question seeks to identify any other instructional adaptations that the teacher might have used which have not been mentioned. In such instances explore how the adaptation(s) was carried out.

Section C: Safety Measures

Parents of deaf students are concerned with the safety of their children when they are operating machines in the occupational education classes. This section explores necessary safety measures required in the lab, shop or classroom and how these safety measures have been adapted for deaf students.

Section D: Class Rules and Regulations

This section explores any changes in class rules and regulations that have been made to accommodate deaf students. Explore the specifics of these changes and ascertain their source (students, teachers, administrators, others).

Section E: Support Services

Question E1. This series of questions seeks information regarding the types of support services available and the utilization of each type.

Question E1a. This question explores the types of support services provided by the school. Ask the teacher to list as many as he/she can.

Question E1b. This question asks how regularly the support services are available at the BOCES Center. You should explore the frequency of each support service that the teacher mentions, recording interviewee responses in the appropriate spaces provided.

Question E1c. This question explores the ways or techniques that the teacher uses the support services available in his/her instruction. If possible ask the teacher to give examples to illustrate his/her utilization of these support personnel.

Question E2. This question focuses on how teachers feel about having a liaison officer to coordinate the teaching activities for deaf students between the two cooperating schools. The interviewer should probe what help given by the liaison officer has been found to be helpful, and ask the teacher to explain how he has used the liaison officer. If the teacher indicates (or shows an indication of) that the liaison officer is not helpful, ask the teacher to explain their reason(s) or their reaction(s).

Section F. In-Service Training

This section explores the in-service training (signing, psychology of deafness, etc.) that has been provided by the school to help teachers to communicate with and/or to understand better how to work with deaf students.

Question F1a-F1c. This series of questions seeks information concerning the availability of an in-service program and the participation (or non-participation) of occupational education teachers in the in-service training program. These questions explore the content of, or areas included in, the in-service training. If the interviewee adds any comments relative to their participation or the help they received from the program (or any specific part of it), record the information on the Interview Schedule.

Question F1d. This question seeks information on what ways the in-service program has helped the teacher to understand deafness, deaf people, teaching the deaf or communicating with them. Be sure to explore the various dimensions of help they obtained as well as any indication that the in-service program (or any part of it) was not helpful.

Question F2 and F3. Since these teachers are involved in the day-to-day instruction of deaf students, this question seeks to identify the kinds of help that teachers feel they need in learning how to teach deaf students. Those who have participated in the in-service program may identify different areas from those who have not participated in the in-service activities.

Regardless of their response to Question F2 (yes or no), seek to identify the information they feel is necessary in carrying out (or improving) an integrated instructional program.

D1

INTERVIEW SCHEDULE

FOR

THE PATTERN OF INSTRUCTIONAL STRATEGIES AND IN-SERVICE TRAINING PROGRAMS

Instructor Form

(Objective #4)

Interviewee:______________________________ Sex: Male __ Female __

School:______________________________ Location:____________________

Course taught:______________________________

No. of Semesters teaching deaf students (including this semester)____________

No. of deaf students taught (including this semester)____________________

Interviewer:______________________________ Date:__________________

BEGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I'd like to explore the instructional strategies (or methods) which you use to teach hearing and deaf students. We have a number of areas in which we are seeking information. We want to know (1) how you have had to modify your regular teaching methods in order to accommodate deaf students, (2) what procedures are provided for helping deaf students deal with any special safety measures in the laboratory or shop, (3) what special changes in school or class rules and regulations have been made for deaf students, (4) what support services are provided to help teachers teach deaf students, and (5) what in-service training programs are provided for preparing teachers to work with deaf students. The questions will be sequenced in six areas: (A) Instructional strategies, (B) Adaptation for deaf students, (C) Safety measures, (D) Class rules and regulations, (E) Support services, and (F) In-Service training. Do you have any questions about our meeting before we begin?"

After any questions or further explanations have been dealt with, proceed with Section A, Question 1.

A. Instructional Strategies

1. "We are interested in what instructional methods you use to teach your students. I'd like to begin by exploring the different methods of instruction that you typically employ and the amount of time that you might devote to each activity. In this first series of questions, keep in mind that we are focusing on your usual class methodologies for regular hearing classes. Later, we'll have an opportunity to talk about those methods that you use with deaf students. Perhaps we could start with lectufing."

   a. "Do you use the classroom lecture?"

   YES __ NO __

   If the response is YES, then ask:

   "How much time do you usually spend in lecturing?"

   b. "Do you use classroom demonstrations?"

   YES __ NO __

   If the response is YES, then ask:

   "How much time do you usually spend in making classroom demonstrations?"

   c. "Do you use class discussion?"

   YES __ NO __

   If the response is YES, then ask:

   "How much time do you provide for class discussion?"

   d. "Do you provide hands-on work activities (e.g. operating a machine) for your students?"

   YES __ NO __

   If the response is YES, then ask:

   "How much time do you usually allocate for hands-on work activities?"

e. "Do you provide field trips?"

YES __ NO __

If the response is YES, then ask:

"How often do you provide field trips?"

f. "Do you use individualized instruction to teach hearing students?"

YES __ NO __

If the response is YES, then ask:

"How often do you use it?"

g. "What other instructional methods do you use to teach your hearing students?"

"How much time do you spend on each of these methods?"

2. "Now let's talk about the class-related activities you provide for your hearing students."

a. "Do you require homework (e.g. written assignments/reviewing material or the textbook covered, reading instructional manuals, working problems)?"

YES __ NO __

If the response is YES, then ask:

"How often do you require homework?"

b. "Do you require students to do projects?"

YES __ NO __

If the response is YES, then ask:

"How often do you assign your students to do projects?"

c. "What other class-related activities do you provide for your hearing students?"

"How often do you provide each of those class-related activities that you just mentioned?"

B. Adaptation

1. "You have talked about the instructional methods you use in teaching hearing students. Now let's talk about these methods with reference to deaf students. We are particularly interested in knowing how you have adapted the different instructional methods you use for deaf students."

a. "Do you use the classroom lecture with deaf students?"

YES __ NO __

If the response is YES, then ask:

(1) "How much time do you usually spend in using the classroom lecture with deaf students?"

(2) "How do you use the classroom lecture with deaf students?"

b. "Do you use classroom demonstrations with deaf students?"

YES __ NO __

If the response is YES, then ask:

(1) "How much time do you usually spend in making classroom demonstrations to deaf students?"

(2) "How do you use classroom demonstrations with deaf students?"

c. "Do you use classroom discussion with deaf students?"

YES __ NO __

If the response is YES, then ask:

(1) "How much time do you provide for class discussion?"

(2) "How do you provide for class discussion?"

d. "Do you provide hands-on work activities (e.g. operating a machine) for your deaf students?"

YES __ NO __

If the response is YES, then ask:

(1) "How much time do you usually allocate for hands-on work activities for deaf students?"

(2) "How do you provide hands-on work activities for deaf students?"

e. "Do you provide field trips for deaf students?"

YES __ NO __

If the response is YES, then ask:

(1) "How often do you provide field trips for deaf students?"

(2) "How do you provide field trips for deaf students?"

f. "Do you use individualized instruction to teach deaf students?"

YES __ NO __

If the response is YES, then ask:

(1) "How often do you use it with deaf students?"

(2) "How do you use it?"

g. "What other instructional methods do you use to teach your deaf students?"

"How much time do you spend on each of these methods?"

2. "Have you adapted different class-related activities for deaf students?"

YES __ NO __

a. "Do you require deaf students to do homework (e.g. written assignments/reviewing material or the textbook covered, reading instructional manuals, working problems)?"

YES __ NO __

If the response is YES, then ask:

"How often do you require deaf students to do homework?"

b. "Do you require deaf students to do projects?"

YES __ NO __

If the response is YES, then ask:

"How often do you assign your deaf students to do projects?"

c. "What other class-related activities do you provide for your deaf students?"

"How often do you provide each of those class-related activities that you just mentioned?"

3. "Let's talk about your instructional methods with reference to any support personnel or aides that might be available during your teaching time."

   a. "Do you use an interpreter when you have deaf students in your class?"

   YES __ NO __

   If the response is YES, then ask:

   (1) "For what instructional method do you use an interpreter?"

   (2) "When an interpreter for the deaf student was not available, how did you handle your instruction?"

   b. "Do you use a tutor to help deaf students?"

   YES __ NO __

   If the response is YES, then ask:

   "For what instructional method do you use a tutor?"

   c. "Do you use other personnel (e.g. a counselor, a nurse, or a psychologist) to teach deaf students using methods that support your instructional approach?"

   YES __ NO __

   If the response is YES, then ask:

   "For what instructional methods do you use other personnel to support your teaching?"

d. "What other instructional adaptations do you use to teach deaf students?"

"How were the adaptations carried out?"

C. Safety Measures

1. "What safety measures are necessary in your shop, laboratory or classroom?"

2. "How have these safety measures had to be adapted for deaf students?"

D. Class Rules and Regulations

"What changes have you had to make in class rules and regulations to accommodate deaf students?"

E. Support Services

1. "Now we would like to know what support services for deaf students are available at your school and how you use them."

   a. "What support services (or personnel) are provided?"

   b. "Are these support services regularly available?"

   YES __ NO __

   (1) "How often is each of these support services available?"

Support Services	Frequency

   c. "How have you utilized the support services in your instruction?"

Services (Personnel)	How Utilized

2. "Have you found it helpful to have a liaison officer to coordinate the instructional activities for deaf students between the BOCES Occupational Education Center and the sending school?"

   YES ___ NO ___

   a. If the response is YES, then say:

      "Please explain how."

   b. If the response is NO, then say:

      "Please explain why."

F. In-Service Training

1. "It is important for teachers who are or who will be working with deaf students to understand them. In-service training is one way to provide instructors with an opportunity to learn to work with deaf students. We are interested in knowing what experience you have had or have not had with in-service training."

   a. "Is there an in-service training program for instructors at the BOCES Occupational Education Center to learn how to work with deaf students?"

      YES ___ NO ___

   b. "What areas were covered in the in-service training?"

      (1) "Are communication techniques covered?"

      YES ___ NO ___

(2) "Is psychology of deafness covered?"

YES __ NO __

(3) "Other" (specify):

c. "Have you participated in the in-service training?"

YES __ NO __

d. "What help did you get from the in-service training?"

2. "Do you feel that you need more help in learning how to teach deaf students?"

YES __ NO __

3. "What other information do you think is needed in order to understand better how to teach (instruct) deaf students?"

D2

INTERVIEW PROTOCOL

FOR

THE PATTERN OF INSTRUCTIONAL STRATEGIES AND IN-SERVICE TRAINING PROGRAMS

Pupil Personnel Form

(Objective #4)

PURPOSE OF THE INTERVIEW

The purpose of the interview is to identify and explore the instructional strategies (or methods) which occupational education teachers use to teach hearing and deaf students, as these are observed and understood by pupil personnel workers. The interview explores (1) how occupational education teachers teach hearing students, (2) how occupational education teachers have had to modify their regular teaching methods in order to accommodate deaf students, (3) what procedures are provided for helping deaf students deal with any special safety measures in the laboratory or shop, (4) what special changes in school or class rules and regulations have been made for deaf students, (5) what support services are provided to help teachers teach deaf students, and (6) what in-service training programs are provided for preparing teachers to work with deaf students.

The Interview Protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule, on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, exploring related areas, and gathering materials which should be picked up at the time of the interview, if possible.

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines.

1. The Interview Schedule consists of open-ended and dichotomous ("yes"-"no") questions. Because of the wide variety of instructional methods which may be identified and because of their relationship to the content of specific occupational education classes, you will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow the responses of the interviewee, being careful not to suggest answers or bias the nature of the response.

2. Those questions yielding a "yes"-"no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no," you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee. Therefore, your judgments in those questions requiring a "yes"-"no" response becomes the final determinant as to how they are coded. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question, reserving the classification of the response on the Interview Schedule for when you have completed that portion of the interview.

3. Supplementary information materials that are collected as a part of the interview should be identified on the Interview Schedule and numbered to correspond with the question. Information concerning their use of relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all materials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

4. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissible to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly thereafter and before another interview is undertaken. This will avoid confusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

5. The cover sheet of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish your reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanations or additional conversation is essential to conduct the interview, then you should take whatever additional time is necessary. In these instances, you should note on the cover sheet of the Interview Schedule the types of additional information that were either solicited or provided, the nature or content of any additional conversation and the length of time involved before you were able to proceed with the interview.

SPECIFIC INFORMATION

You are going to explore the six areas of information which have been mentioned in the section entitled "PURPOSE OF THE INTERVIEW." Whenever necessary refer to that section to keep your objectives in mind. Be prepared to raise each question in the Interview Schedule even though the interviewees may not have any information on many of the areas. It is as important to identify those areas about which they have little or no information as those with which they are familiar.

Section A: Instructional Strategies

This section focuses on instructional methods typically used by BOCES teachers to teach their hearing students. It may be necessary to keep reminding the interviewee that the intent of the questions in Section A is limited to hearing students only. You are seeking to identify what kinds of instructional methods occupational education teachers use in their teaching and to explore the time they devote to these different teaching strategies.

Questions 1a-1f. This group of questions refers to specific instructional methods that occupational education teachers may commonly use to teach hearing students. The response range includes YES, NO, SOME DO AND SOME DON'T, or DON'T KNOW (this latter response being equally valid because it is possible that some pupil personnel staff members will not have any knowledge about the teaching methods used by BOCES teachers). If the response is YES or SOME DO . . ., the interviewer should pursue sub-questions (1) and (2), seeking further information concerning the courses in which they know the strategy to be employed and the approximate time devoted to it. To the extent that it is possible, you should explore and record the title of the course(s) and the time spent on each, obtaining as much specificity as possible. In determining the time spent for each course, such specific time indicators as once a week, twice a semester, or five times a year should be used. When such specificity can not be obtained, indicate that the respondent could not give the information.

Question 1g. This question explores other teaching methods which are not covered in the previous questions. Record any other methods that teachers are using, following the same line of questioning used in Questions 1a-1f.

Question 2. This series of questions focuses on the kinds of class-related activities occupational education teachers provide for hearing students. Question 2a covers such class-related homework activities as reviewing materials, reading instructional manuals, working problems, or other written assignments. Question 2b explores the types of projects that may be required or recommended for outside-of-classroom experience. Question 2c is included to identify any other activities which have not been provided for in 2a or 2b. This question may be especially appropriatefor identifying class-related activities which are appropriate to specific occupational programs or subjects. Pursue sub-questions (1) and (2) to obtain specific information about the course(s) in which the activity is used and the approximate time devoted to it.

Section B: Adaptation

This section focuses on how occupational education teachers have adapted the different instructional methods for use with deaf students. Again, some pupil personnel staff may not have information about these adaptations. However, you should pursue each question, keeping in mind that DON'T KNOW is as important as any of the other possible responses.

Question 1. This series of questions follows the same pattern of questioning as those in Section A (Question 1) except that it refers to the procedures occupational education instructors use in teaching deaf students. Since the line of questioning is so similar to those posed in Section A, you may need to remind the interviewee periodically that the focus is on the adaptation of methods used in teaching deaf students. Keep in mind that you are seeking to identify what teaching strategies are used in instructing deaf students, how these strategies are employed, to what extent they are employed, and in what occupational education programs they are used.

Question 2. This series of questions follows the same pattern of questioning used in Section A (Question 2) with the focus on the identification of how occupational education teachers use/adapt class-related activities for deaf students. Pursue the question and sub-questions in the same manner you employed in Section A remembering to keep the response focused on the nature and extent of instructional adaptation.

Question 3. This question explores the use of support personnel by BOCES teachers in helping with the instruction of deaf students in their classes. There are several kinds of support personnel mentioned in the series of questions. The interviewer should try to obtain information concerning how these different support personnel are used in connection with the different teaching methods.

Question 3a. This question explores the use(s) of an interpreter when the teacher has a deaf student. If the response is YES OR SOME DO ..., explore Questions 3a(1) and 3a(2) and obtain information concerning the use(s) of an interpreter, being sure to associate the use(s) with the appropriate teaching method(s). Be sure to explore how the teacher handles his/her teaching when there is no interpreter available.

Question 3b. This question explores the use of a tutor to help deaf students with their learning in the occupational education classes. Obtain information concerning how the teacher uses a tutor, being sure to associate the use(s) of a tutor with the different teaching method(s). Determine, insofar as possible, how frequently a tutor is used with the different instructional methods identified in (1).

Question 3c. This question seeks information regarding the use of other personnel (other than a tutor or an interpreter) in the instructional program. The teacher may use a counselor, a psychologist, or even a nurse to support the teaching of deaf students. You should explore the type of support personnel used by BOCES teachers and how these personnel are used (e.g. for what teaching method, and how often).

Question 3d. This question seeks to identify any other instructional adaptations that pupil personnel workers may have identified which have not been mentioned. In such instances explore how the adaptation(s) was carried out, using the same guidelines employed previously in gathering information.

Section C: Safety Measures

Educators and parents of deaf students are concerned with the safety of students when they are operating machines in the occupational education classes. This section explores safety measures required in the lab, shop or classroom and how these safety measures have been adapted for deaf students. You should identify the class (type of shop or lab), the specific safety measure(s) (rules or regulations) and the nature of its adaptation (change) to accommodate the deaf student. Space is provided on the Interview Schedule for the different types of information required.

Section D: Class Rules and Regulations

This section explores any changes in class rules and regulations that have been made to accommodate deaf students. Explore the specifics of these changes and ascertain their source (students, teachers, administrators, others). Be sure to identify the occupational education programs or subjects (type of classes) that are being discussed.

Section E: Support Services

Question 1. This series of questions seeks information regarding the types of support services available at BOCES and the utilization of each type.

Question 1a. This question identifies the types of support services provided by the school. Help the interviewee to list as many as he/she can.

Question 1b. This question seeks to explore the extent to which the different support services are available at the BOCES Center. You should explore the frequency (regularly or occasionally) with which each support service is available, as well as the frequency of its use.

Question 1c. This question explores the ways or techniques that the teacher uses the support services in his/her instructional program. Be sure to identify the type of support services when recording information about how it is used.

Question 2. This question focuses on the perceptions of pupil personnel staff pertaining to how teachers feel about the role of a liaison officer in coordinating the teaching activities for deaf students between the two cooperating schools. The emphasis is on identifying the extent to which the liaison officer has been helpful (or not helpful) and the ways in which the liaison officer has been helpful (or not helpful). The interviewer should probe the help provided or not provided by the liaison officer.

Section F: In-Service Training

This section explores the in-service training (signing, psychology of deafness, etc.) that has been provided by BOCES to help teachers to communicate with and/or understand better how to work with deaf students.

Questions 1a-1c. This series of questions seeks information concerning the availability of an in-service program and the participation (or non-participation) of occupational education teachers in the in-service training program. These questions explore the content of or areas included in, the in-service training. There are boxes for different content areas which should be checked according to the responses provided by the interviewee. If the interviewee mentions areas other than those listed, the interviewer should record them in the space provided. Question 1b merely identifies the person who has taught or is teaching the in-service training courses and provides for the identification of instructors who were/are involved in teaching different sections of the total in-service program. Question 1c seeks to determine the respondent's knowledge concerning the number of teachers who have participated in the program.

Question 1d. This question seeks information on interviewee's perceptions of the help teachers have received from the in-service program (e.g. in understanding deafness and deaf people, in teaching the deaf, and in communicating with deaf students). Be sure to explore their perceptions of the help teachers obtained as well as any indication that the in-service program (or any part of it) was not helpful.

Question 2. Since pupil personnel workers can be involved with teachers in the lay-to-day instruction of deaf students, this question seeks to identify the kinds of help they feel teachers need in learning how to teach deaf students or in improving the teacher's ability to provide for the learning of deaf students. Be as specific as possible in recording their perceptions of the help teachers need (Question 2a) and illustrate by seeking examples of their experiences with, or observations of, eachers. If they feel that teachers do not need more help, question 2b seeks an explanation of their perceptions. In probing their perceptions, be as specific as ossible and seek examples.

Question 3. This question seeks to identify other areas of information or ypes of activities that pupil personnel workers believe should be made available o occupational teachers of the deaf. Insofar as possible and when necessary, istinguish how these areas of information or activities differ from those that ave been available. In any event, be sure to record clearly what kinds of information they think will help to improve the quality of the instructional activities or deaf students.

D2

INTERVIEW SCHEDULE

FOR

THE PATTERN OF INSTRUCTIONAL STRATEGIES AND IN-SERVICE TRAINING PROGRAMS

Pupil Personnel Form

(Objective #4)

Interviewee:____________________________ Sex: Male __ Female __

Title of Position:________________________ School:____________________________

Location:______________________________ Course:____________________________

Interviewer:____________________________ Date:______________________________

BEGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I'd like to explore the instructional strategies (or methods) which BOCES teachers use to teach hearing and deaf students. We have a number of areas in which we are seeking information. We want to know (1) how BOCES teachers have had to modify their regular teaching methods in order to accommodate deaf students, (2) what procedures are provided for helping deaf students deal with any special safety measures in the laboratory or shop, (3) what special changes in school or class rules and regulations have been made for deaf students, (4) what support services are provided to help teachers teach deaf students, and (5) what in-service training programs are provided for preparing teachers to work with deaf students. The questions will be sequenced in six areas: (A) Instructional Strategies, (B) Adaptation for deaf students, (C) Safety measures, (D) Class rules and regulations, (E) Support services, and (F) In-Service training. Do you have any questions about our meeting before you begin?"

After any questions or further explanations have been dealt with, proceed with Section A, Question 1.

A. Instructional Strategies

1. "We are interested in what instructional methods BOCES teachers use to teach their students. I would like to begin by exploring the different methods of instruction that BOCES teachers typically employ and the amount of time that they might devote to each method. In this first series of questions, keep in mind that we are focusing on the usual class methodologies that BOCES teachers use to teach hearing students. Later, we'll have an opportunity to talk about those methods that they use with deaf students. Perhaps we could start with lecturing."

   a. "Do BOCES teachers use the classroom lecture with hearing students?"

      YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

      If the response is Yes or Some do and some don't, then ask:

      (1) "In what courses do they use the classroom lecture?"

      (2) "How much time do they usually spend in lecturing?"

      Course Time Spent

   b. "Do BOCES teachers use classroom demonstrations with hearing students?"

      YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

      If the response is yes or some do and some don't, then ask:

      (1) "In what courses do they use classroom demonstrations?"

      (2) "How much time do they usually spend in making classroom demonstrations?"

      Course Time Spent

c. "Do BOCES teachers use class discussion with hearing students?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "In what courses do they use class discussion?"

(2) "How much time do they provide for class discussion?"

Course Time Spent

d. "Do BOCES teachers provide hands-on work activities (e.g. operating a machine) for hearing students?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "In what courses do they provide hands-on work activities for hearing students?"

(2) "How much time do they usually allocate for hands-on work actvities?"

Course Time Spent

e. "Do BOCES teachers provide field trips for hearing students?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "In what courses do they provide field trips?"

(2) "How often do they provide field trips?"

Course Frequency

f. "Do BOCES teachers use individualized instruction to teach hearing students?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "In what courses do they use individualized instruction to teach hearing students?"

(2) "How often do they use it?"

Course Frequency

g. "What other instructional methods do BOCES teachers use to teach their hearing students?"

If any other methods have been mentioned, then ask:

"How much time do they spend on each of these methods?"

Course Time Spent or Frequency

2. "Now let's talk about the class-related activities BOCES teachers provide for their hearing students."

   a. "Do they require hearing students to do homework (e.g. written assignments/reviewing material or the textbook covered, reading instructional manuals, working problems)?"

      YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

      If the response is Yes or Some do and some don't, then ask:

      (1) "In what courses do they require hearing students to do homework?"

      (2) "How often do they require homework?"

      Course Frequency

   b. "Do BOCES teachers require hearing students to do projects?"

      YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

      If the response is Yes or Some do and some don't, then ask:

      (1) "In what courses do they require hearing students to do projects?"

      (2) "How often do they assign their students to do projects?"

      Course Frequency

c. "What other class-related activities do BOCES teachers provide for their hearing students?"

If any other class-related activities have been mentioned, then ask:

"How often do they provide each of those class-related activities that you have just mentioned?"

Course	Frequency

B. Adaptation

1. "You have talked about the instructional methods BOCES teachers use in teaching hearing students. Now let's talk about these methods with reference to deaf students. We are particularly interested in knowing how BOCES teachers have adapted the different instructional methods they use for deaf students."

a. "Do BOCES teachers use the classroom lecture with deaf students?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "In what courses do they use the classroom lecture with deaf students?"

(2) "How much time do they usually spend in using the classroom lecture with deaf students?"

Course	Time Spent

(3) "How do they use the classroom lecture with deaf students?"

b. "Do BOCES teachers use classroom demonstrations with deaf students?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "In what courses do they use classroom demonstrations with deaf students?"

(2) "How much time do they usually spend in making classroom demonstrations to deaf students?"

Course	Time Spent

(3) "How do they use classroom demonstrations with deaf students?"

c. "Do BOCES teachers use classroom discussion with deaf students?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and Some don't, then ask:

(1) "In what courses do they use classroom discussion with deaf students?"

(2) "How much time do they provide for class discussion?"

Course	Time Spent

(3) "How do they provide for class discussion?"

d. "Do BOCES teachers provide hands-on work activities (e.g. operating a machine) for deaf students?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "In what courses do they provide hands-on work activities for deaf students?"

(2) "How much time do they usually allocate for hands-on work activities for deaf students?"

Course	Time Spent

(3) "How do they provide hands-on work activities for deaf students?"

e. "Do BOCES teachers provide field trips for deaf students?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "In what courses do they provide field trips for deaf students?"

(2) "How often do they provide field trips for deaf students?"

Course	Frequency

(3) "How do they provide field trips for deaf students?"

f. "Do BOCES teachers use individualized instruction to teach deaf students?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and Some don't, then ask:

(1) "In what courses do they use individualized instruction to teach deaf students?"

(2) "How often do they use it with deaf students?"

Course	Frequency

(3) "How do they use it?"

g. "What other instructional methods do BOCES teachers use to teach their deaf students?"

If any other instructional methods have been mentioned, then ask:

"How much time do they spend on each of these methods?"

Course	Time Spent or Frequency

2. "Now let's talk about how BOCES teachers have adapted different class-related activities for deaf students."

a. "Do they require deaf students to do homework (e.g. written assignments/reviewing material or the textbook covered, reading instructional manuals, working problems)?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "In what courses do they require deaf students to do homework?"

(2) "How often do they require deaf students to do homework?"

Course	Frequency

b. "Do BOCES teachers require deaf students to do projects?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "In what courses do they require deaf students to do projects?"

(2) "How often do they assign their deaf students to do projects?"

Course | Frequency

c. "What other class-related activities do BOCES teachers provide for deaf students?"

If any other class-related activities have been mentioned, then ask:

"How often do they provide each of those class-related activities that have just been mentioned?"

Course | Frequency

3. "Let's talk about BOCES teachers' instructional methods with reference to any support personnel or aides that might be available during their teaching time."

a. "Do BOCES teachers use an interpreter when they have a deaf student in class?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "For what instructional method do they use an interpreter?"

(2) "When an interpreter for the deaf student was not available, how did they handle their instruction?"

b. "Do BOCES teachers use a tutor to help deaf students?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "For what instructional method do they use a tutor?"

(2) "How often do they use a tutor?"

Methods	Frequency

c. "Do BOCES teachers use other personnel (e.g. a counselor, a nurse, or a psychologist) to teach deaf students using methods that support their instructional approach?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

(1) "For what instructional methods do they use other personnel to support their teaching?"

(2) "How often do they use these personnel to support their teaching?"

Method	Frequency

d. "What other instructional adaptations do BOCES teachers use to teach deaf students?"

If any other instructional adaptations have been mentioned, then ask:

"How were the adaptations carried out?"

C. Safety Measures

1. "What safety measures are necessary in the shops, laboratories, or classrooms? Please specify the type of shops or labs when you talk about the safety measures."

Types of Shops or Labs	Safety Measures

2. "How have these safety measures had to be adapted for deaf students?"

Types of Shops and Safety Measures	Adaptations

D. Class Rules and Regulations

"What changes have BOCES teachers had to make in class rules and regulations to accommodate deaf students?"

Type of Class	Rule or Regulation	Changes, If Any

E. Support Services

1. "Now we would like to know what support services for deaf students are available at BOCES and how BOCES teachers use them."

   a. "What support services (or personnel) are provided at BOCES?"

   b. "How are these support services available?"

   ____ All are regularly available
   ____ All are occasionally available
   ____ Some are regularly and some are occasionally available
   ____ Don't know

   (1) "How often is each of these support services available?"

Support Services	Frequency of Use

   c. "How have BOCES teachers utilized the support services in their instruction?"

Services (Personnel)	How Utilized

2. "Have BOCES teachers found it helpful to have a liaison officer to coordinate the instructional activities for deaf students between the BOCES Occupational Education Center and the sending school?"

   YES __ NO __ SOME HAVE AND SOME HAVEN'T __ DON'T KNOW __

   If the response is Yes or Some have and some haven't, then ask:

   a. "Could you explain how BOCES teachers feel the liaison officer is helpful?"

If the response is No, then ask:

b. "Could you explain why BOCES teachers feel the liaison officer is not helpful?"

F. In-Service Training!

"It is important for teachers who are or who will be working with deaf students to understand them. In-service training is one way to provide instructors with an opportunity to learn to work with deaf students. We are interested in knowing what experience BOCES teachers have had or have not had with in-service training."

1. "Is there an in-service training program for instructors at the BOCES Occupational Education Center to learn how to work with deaf students?"

YES __ NO __ DON'T KNOW __

If the response is Yes, then ask"

a. "What areas were covered in the in-service training program?" (Check the appropriate box)

☐ (1) Manual communication techniques

☐ (2) Psychology of deafness

☐ (3) Other (specify) ____________________

b. "Who taught (is teaching) in the in-service training program?"

	Topics or Courses	Name of Instructor
(1)	Manual communication technique	____________________
(2)	Psychology of deafness	____________________
(3)	Other (specify) ____________	____________________
(4)	" ____________________	____________________
(5)	" ____________________	____________________
(6)	" ____________________	____________________

c. "How many BOCES teachers have participated in the in-service training?"

d. "What help did they get from the in-service training?"

2. "Do you feel that BOCES teachers need more help in learning how to teach deaf students?"

YES __ NO __ SOME DO AND SOME DON'T __ DON'T KNOW __

If the response is Yes or Some do and some don't, then ask:

a. "What help do they need?"

If the response is No, then ask:

b. "Would you explain why you feel that BOCES teachers do not need more help?"

3. "What other information do you think is needed in order for BOCES teachers to understand better how to teach (instruct) deaf students?"

D3

INTERVIEW PROTOCOL

FOR

THE PATTERN OF INSTRUCTIONAL STRATEGIES

Student Form

(Objective #4)

PURPOSE OF THE INTERVIEW

The purpose of the interview is to identify and explore the instructional strategies (or methods) which occupational education teachers use to teach hearing and deaf students. The Interview Schedule has been constructed to obtain information about (1) the methods occupational education teachers have used to modify their regular teaching methods to accommodate deaf students and (2) the support services that are provided in helping teachers instruct deaf students.

The Interview Protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, exploring related areas, and gathering materials which should be picked up at the time of the interview, if possible.

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines.

1. The Interview Schedule consists of open-ended and dichotomous ("yes"-"no") questions. Because of the wide variety of instructional methods which may be identified and because of their relationship to the content of specific occupational education classes, you will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow the responses of the interviewee, being careful not to suggest answers or bias the nature of their response.

2. Those questions yielding a "yes"-"no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no," you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee. Therefore, your judgment in those questions requiring a "yes"-"no" response becomes the final determinant as to how they are coded. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question, reserving the classification of the response on the Interview Schedule for when you have completed that portion of the interview.

3. Since you may need to draw apicture or diagram to help the student understand more clearly the particular teaching method you are exploring, you should make sure you have some paper or drawing supplies with you.

4. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissible to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly thereafter and before another interview is undertaken. This will avoid confusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

5. The cover sheet of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish your reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanation or additional conversation is essential to conduct of the interview, then you should take whatever additional time is necessary. In these instances, you should note on the cover sheet of the Interview Schedule the types of additional information that were either solicited or provided, the nature or content of any additional conversation and the length of time involved before you were able to proceed with the interview.

SPECIFIC INFORMATION

In the Interview Schedule, you are going to explore areas of information which have been mentioned in the section entitled "Purpose of Interview." Section A focuses on the student's perceptions of instructional methods used in teaching hearing and/or deaf students. You are seeking to identify what kinds of instructional methods are used, how these methods are adapted for use with deaf students, the quantity and quality of class participation of the deaf students, and how much time teachers usually spend with the different instructional methods.

SECTION A

Questions 1, 1a, 1b. These questions refer to the lecture method of instruction that occupational education teachers may commonly use.

Question 1. If the response to the first question is yes, you need to determine if this method is utilized with both deaf and hearing students or with one group exclusively. In addition, you may need to explore how the occupational education teacher has adapted this method for use with the deaf student. If difficulty is encountered you may wish to draw a picture showing a teacher lecturing to a class.

Question 1a. When signing this question, try using visual space to differentiate between 'the class' and 'you' (the deaf student). You may need to follow this question with primers which give the student specific choices (e.g. "Do you listen?" "Do you do other work?"), then asking the student to elaborate on his/her responses.

Question 1b. If the student has difficulty understanding the question, try breaking it down by first (signing) asking "Do you understand what the teacher talks about?", then follow by asking what specific things the teacher does to help the student understand. You may need to provide specific examples (e.g. "Does your teacher sign for you?", "Does your teacher give you a copy of what he/she says?") then follow up on the student's responses.

Question 2. This question is designed to find out whether the teacher utilizes classroom demonstrations. You may need to provide the student with one or two examples of demonstration activities in the student's program area. You may need to draw a picture showing a teacher demonstrating a technique, a skill, a process or a piece of equipment to the class. It is important to establish the idea of a demonstration activity so that the student can distinguish it from the lecture and other methods.

Question 2a. This question seeks to ascertain what the deaf student does when the teacher demonstrates. If difficulty is encountered with this question, try using primers (e.g. "Does the teacher show you how to do things?" "With the class?" "By yourself?" or "What do you do when the teacher shows everybody how to do things?").

Question 2b. This question assumes that the BOCES teacher may help the deaf student(s) by showing them individually (or in a group) how to do the things which he/she has demonstrated for the class. You may need to use other primers to get this information or to ascertain clearly that no special procedures are used to demonstrate for deaf students.

Question 3. This question refers to group discussions. You can draw a picture of students involved in a class discussion or you may need to mime this activity to facilitate the student's understanding that this activity is an exchange or sharing of ideas and information among themselves (as opposed to a question and answer exchange between student and teacher).

Question 3a. When the class members discuss specific topics or problems (or whatever), you are trying to determine what the student does (participates, does something else) and how the student feels about it. You may need to use primers to help the student understand what behaviors you are seeking to identify.

Question 3b. Ascertain if and to what extent the student actually communicates in class discussions.

Question 3c. This question assumes that the teacher may help the deaf student(s) communicate in class discussions using special procedures. You may need to use primer leads (e.g. "Tell me what your teacher does to help you talk with students?") to identify what, if any, special help is offered.

Question 4. This question seeks to determine what "hands-on" work activities (operating a machine, arranging flowers, baking) are provided for students. You may need to draw a picture or try miming or portraying a picture of a teacher helping a student who is actually engaged in performing some skill or operation that is part of the training for that vocational area. You should try to convey to the student, the idea that the teacher is providing them with an opportunity "to do"(or "try something" or "to practice"). Primers may be "Do you practice ___________?", "Do you try ___________?" . You are trying to determine if the teacher allows the hearing students to engage in hands-on activities from which the deaf students are exempt because of safety reasons or various other reasons. You may need to provide specific examples and use direct probing techniques. If different activities are provided for deaf students, what adaptations are made by the teacher are important to note.

Question 4a. This question seeks to ascertain if the deaf student(s) engage in the same "hands-on" practice activities that the hearing students do. If they participate in most of the activities but not ALL of them, ascertain what activities they are encouraged to do.

Question 4b. Through this question you should explore how the practice activities are performed differently by deaf students. Seek to identify these activities specifically as well as how they are done differently. Be alert to the identification of those activities from which they may be excluded because of safety reasons.

Question 4c. You will want to identify what, if any, adaptations are made in the "hands-on" practice activities and to obtain specific information on how the teacher works with the students.

Question 5. This question seeks to find out if the teacher provides field trip experiences to factories, shops, etc. to see people on the job. If the student has difficulty with these questions, try using primer leads similar to those you used in Questions 4a, 4b and 4c.

Questions 5a, 5b, and 5c. These questions seek the same differentiations in instructional activity as questions 4a, 4b, and 4c. After you ascertain to what extent they participate in field trips (4a), you should determine what they do differently, including what they are excluded from doing (4b) and how the teacher has adapted field trip routines or regulations for the deaf students (4c).

Question 6. These questions refer to the teacher's use of individualized instruction. Try signing 'one-to-one' by making the sign 'one' on both hands and positioning the fingers so that they face each other. Refer to one as the teacher and the other as the student. If this is unclear to the student, you may try signing, "Does the teacher sometimes work with only one student?" The initial question is posed to determine if and to what extent the teacher works one-to-one with hearing and deaf students.

Question 6a. In this question, you are determining if the teacher works one-to-one with the interviewee.

Question 6b. In this question, you are exploring when the teacher works one-to-one with the interviewee. Be sure to identify, insofar as possible, what kinds of activities the teacher helps the student with (figuring out a problem, reading an instructional manual or recipe, working a machine).

Question 6c. This question explores the techniques or methods the teacher uses in working with the interviewee individually. Be as explicit as possible in recording their responses.

Question 7. This question explores other teaching methods which are not covered in the previous questions. By reiterating each of the methods already discussed (sign each one as it appears in the question), you will be helping the students to focus on teaching methods, thus giving them a point of reference for the kind of information you are seeking. You may need to provide specific examples and use follow-up questions to clarify their responses. If the student cannot identify any other methods, be sure to indicate this information.

Question 8. This question attempts to explore the frequency with which each of the different teaching methods is employed. Try asking the student to rank order these methods. If it is apparent that the student does not understand what you've asked him/her to do, try having the student select from a list (which you can prepare on paper following the same order in which they appear in the Interview Schedule) the method which the teacher uses most often. Cross that item off the list and ask for the method which is then used most often. Continue in this manner until all the methods have been ranked.

SECTION B

This series of questions focuses on what kinds of class-related activities occupational education teachers provide for deaf and hearing students. Class-related activities include homework, such as reviewing materials or a textbook, reading instructional manuals, working problems, doing other written assignments, and doing projects. You should explore how much time or how often occupational education teachers provide for each kind of class-related activity. Ask each sub-question separately and record responses in the appropriate spaces provided. You may need to give specific examples when seeking information about projects.

Question 1. This question focuses on homework and the use of homework with deaf and hearing students.

Question 1a. In determining how often homework is given, you may sign each response option on the list (if necessary).

Question 1b. This question seeks to identify and explore any special procedures or adaptations which the BOCES teacher employs in helping deaf students to do or work through their homework assignments.

Question 2. This question focuses on the identification of special projects or tasks which the BOCES teachers may require as out-of-class activities. These tasks may involve building or making things, contacting people or writing (other than a homework assignment). The interviewer can probably differentiate between the homework assigned (as explored in Question 1) and other out-of-class activities. This question can cover all the other out-of-class activities which may be required or recommended by the teacher.

Question 2a. In determining how often out-of-class activities are required, you may sign each response option on the list (if necessary).

Question 2b. This question seeks to identify and explore any special procedures or adaptations which the BOCES teacher employs in helping deaf students to accomplish out-of-class project or tasks.

SECTION C

These questions seek information about the kinds of support personnel that are available to help the BOCES teachers in their instructional work with deaf students. There are several kinds of support personnel mentioned. You should try to obtain information concerning how these different support people are used. In probing or questioning students concerning how the support personnel helped the teacher, try to relate the use of the personnel to the different instructional methodologies (as covered by Section A). In this way, we will be able to identify what kinds of personnel were used with the different teaching methods.

Question 1. Help the interviewee to identify the different support personnel who may have helped the teacher. Sign the different response options as you explore their use(s). For example, begin with the interpreter and explore how the teacher uses the interpreter. Then, proceed to the teacher aide. Follow the same pattern until you have exhausted the list. Be sure to obtain specific information to describe how they helped the teacher.

Question 1a. This question is included to be sure that specific information regarding the use of the support person is recorded. Begin by asking the question, "When did the interpreter help the teacher?" and repeat the question until you have exhausted the list. Be sure to include questions covering any additional support personnel identified in Question 1 ("other"). Make sure the relationship between the support personnel and teacher with reference to the class situation and/or teaching methods in which the help was used is specific and clear.

Question 2. This question seeks information concerning the help which was given by support personnel to the interviewee. In helping the interviewees to consider how each person may have helped them, you can begin with the interpreter and proceed through the list in order. If no help has been given by any one of the titles listed, be sure to note that information. Be specific and clear in recording how the interviewee was helped as well as the teaching situation (or other conditions) in which the help was made available.

D3

INTERVIEW SCHEDULE

FOR

THE PATTERN OF INSTRUCTIONAL STRATEGIES

Student Form

(Objective #4)

Student: ______________________ Sex: Male___ Female___

BOCES: ______________________ BOCES Course: ___________

Location: ______________________ Grade Level: Senior ___ Junior ___

Year in BOCES program: First ___ Second ___ Third ___

Instructor: ______________________ Date: ___________

Interviewer: ______________________

BEGIN THE INTERVIEW WITH:

"My name is ______________. I am interviewing deaf students who go to BOCES. I'd like to talk to you about the ways your BOCES teacher teaches you and your classmates. I will keep what you tell me secret. I want you to feel comfortable to tell me what you know. Do you understand? Do you have any questions?"

After any questions or further explanations have been dealt with, proceed with Question 1.

A. "Let's talk about the ways your BOCES teacher uses to teach the class."

1. "Does your BOCES teacher stand up in front of the room and talk to the class about (class or course)?"

   YES ___ NO ___ DON'T KNOW ___

   If Yes, then ask:

   "Only hearing?" ___ "Only deaf?" ___ "Both hearing and deaf?" ___

   a. "When your teacher talks to the class, what do you do?"

   b. "What does your BOCES teacher do to help you understand what he/she says?"

2. "Does your BOCES teacher show the class how to do things in ___________ (class or course)?"

   YES ___ NO ___ DON'T KNOW ___

   If Yes, then ask:

   "Only hearing?" ___ "Only deaf?" ___ "Both deaf and hearing?" ___

   a. "When the teacher shows the class how to do something, what do you do?"

   b. "What does your BOCES teacher do to show you how to do things in _______ (class or course)?"

3. "Does your BOCES teacher let the students in your class sit in a group and talk about (class or course)?"

   YES ___ NO ___ DON'T KNOW ___

   If Yes, then ask:

   "Only hearing?" ___ "Only deaf?" ___ "Both deaf and hearing?" ___

a. "When your BOCES class sits in a group and talks about __________ (class or course), what do you do?"

b. "Do you talk, too?"

c c. "What does your BOCES teacher do to help you talk with other students in a group?"

4. "Do you practice what your BOCES teacher talks about in (class or course)?"

YES ___ NO ___ DON'T KNOW ___

If Yes, then ask:

"Only hearing?" ___ "Only deaf?" ___ "Both deaf and hearing?" ___

a. "Does the teacher let you do the same thing the hearing students do?"

YES ___ NO ___ DON'T KNOW ___

If No, then ask:

b. "What do you do differently?"

c. "Your teacher lets you do things in class, right? Tell me how your BOCES teacher helps you get practice in class."

5. "Does your BOCES teacher take your class to places where people work?"

YES ___ NO ___ DON'T KNOW ___

If Yes, then ask:

"Only hearing?" ___ "Only deaf?" ___ "Both deaf and hearing?" ___

a. "Do you do the same thing on a class trip that the hearing students do?"

YES ___ NO ___ DON'T KNOW ___

If No, then ask:

b. "What do you do differently?"

c. "What does your BOCES teacher do for you when you take a class trip?"

6. "Does your BOCES teacher work one-to-one with the students in your class?"

If Yes, then ask:

"Only hearing?" ___ "Only deaf?" ___ "Both deaf and hearing?" ___

a. "Does your BOCES teacher work one-to-one with you?"

b. "When does your BOCES teacher work one-to-one with you?"

c. "What does your teacher do when she works one-to-one with you?"

7. "Now we have finished talking about your teacher standing in front of the room talking, your teacher showing students how to do things, your teacher giving students practice, your teacher working one-to-one, your teacher taking students to places where people work. What else does your BOCES teacher do?"

8. "We have talked about your teacher . . .

____ standing in front of room talking

____ showing students how to do something

____ giving students practice

____ working one-to-one

____ taking students to places where people work

____ letting students sit in a group to talk about __________(class or course)."

a. "Which does the teacher do most often?"

(Have interviewee rank all items from most often to least often)

B. "Now let's talk about other things your BOCES teacher gives the class to do."

1. "Does your BOCES teacher give the students in your class homework?"

YES ___ NO ___ DON'T KNOW ___

If Yes, then ask:

"Only hearing?" ___ "Only deaf?" ___ "Both deaf and hearing?" ___

a. "How often?"

___ every day

___ once a week

___ twice a week

___ other (specify) __________

b. "What does your BOCES teacher do to help you with your homework?"

2. "Does the teacher have the students make things out-of-class?" (special projects, tasks)

YES ___ NO ___ DON'T KNOW ___

If Yes, then ask:

"Only hearing?" ___ "Only deaf?" ___ "Both deaf and hearing?" ___

a. "How often?"

___ every day

___ once a week

___ twice a week

___ once a month

___ other (specify) __________

b. "What does your teacher do to help you make things out-of-class?"

C. "Other people may help you and your BOCES teacher."

1. "Who helps your teacher?"

Person who helps the teacher	How helped the teacher
___ an interpreter?	___
___ a teacher helper (aide)?	___
___ a tutor?	___
___ a counselor?	___
___ a nurse?	___
___ other (specify)	___

a. "When did (repeat each worker) help the teacher?"

2. "Who gives you help?"

Person who helps you	How helped you
___ an interpreter?	___
___ a teacher helper (aide)?	___
___ a tutor?	___
___ a counselor in the dorm?	___
___ a counselor in the school?	___
___ a nurse?	___
___ other? (specify)___	___
___	___

D 4
1977-78

OBSERVER'S GUIDE

TO

CLASSROOM OBSERVATION OF TEACHING STRATEGIES

Objectives 3 and 4

1977-78

THE PURPOSE OF THE OBSERVATION

The purpose of the classroom observations is to describe (1) the instructional strategies and methods used by BOCES teachers, (2) the modifacations in teaching practices which are employed to accommodate deaf students, (3) the provisions for facilitating classroom communication, (4) the procedures for helping deaf students deal with any safety measures necessary in the occupational education setting, and (5) the use of special support personnel in conducting classroom instruction.

It is the intent of each observation to focus on one particular instructional strategy. With one instructional strategy being ovserved, it should be possible to describe how the strategy is used in relation to each of the purposes listed above.

PREPARATION AND PROCEDURES

Your observation will be planned to focus on one of several instructional strategies (lecture, demonstration, class discussion, hands on, a session using visual aids, or a field trip. It is possible, however, that the intended strategy may not be observed due to a change in instructional plans. You should be prepared to alter your observing intents or to cancel the observation if the nature of the session does not seem sufficiently worthwhile in meeting the purposes of the observation. In these instances, it may be possible to locate another classroom.

You should plan to meet briefly with the teacher prior to the observation to (1) introduce yourself and (2) explain your purpose. If you feel it is necessary, you should emphasize that you are not evaluating his or her instructional methods but rather observing (and recording) how occupational education teachers employ different instructional strategies in classrooms where deaf students are enrolled. It should not be necessary for the teacher to announce your presence and you may wish to encourage teachers to minimize your presence so that the instructional activities can be conducted as normally or as naturally as possible. You may need to mention that the observation is part of a research project in which the pattern of instructional strategies in occupational education is being studied with particular attention to their learning potential for handicapped students. Insofar as possible, try to avoid having the teacher make any reference to your interest in deaf students. Since you will probably be contacting the teacher as part of your teacher follow-up, you may wish to mention (or inquire about) the possibility of a contact after the class or at the end of your observation.

Your observation may last from one to two hours depending on the nature of the session and its appropriateness in meeting the purposes of the observation. You should plan to be in the classroom ready to observe at least 5 minutes before the class begins. Special attention should be directed at the behavior of deaf students as they enter the room (noting especially if they approach (or acknowledge) the teacher.

It is possible that you will be entering a class for hands-on observations in the middle of a session. You should ascertain from the teacher (liaison, coordinator) when the hands-on activity can be expected to begin (approximately). Plan to be early, or if the previous activity will be somewhat short, plan to attend the entire session.

Since you will probably be going by bus with the class on field trip observations, check where and when to meet the bus. It is also preferable to talk with the teacher and the coordinator about riding the bus before the day of the field trip.

The remainder of this guide will alert you to the information which should be noted on the Guided Observation form.

COVER SHEET

Record the basic information such as class, session, teacher's name, BOCES location and class size (N_T = total number of students in the class and N_D = the number of all deaf students enrolled) in the spaces provided. Students in the target population who are enrolled in the class should be listed by name (if any of these are absent note this after their name). Students who are not members of the target population (past graduates, BOCES hearing impaired program students, others) should be included in the list (as well as in the N_D) and their status noted. The instructional strategies observed should be checked at the end of the session. Keep in mind, however, that your observation has been planned specifically to observe one particular strategy rather than several. The different instructional strategies which you may observe are defined below.

1. Lecture - teacher standing in front of the room providing information verbally to the class as a whole.

2. Demonstration - teacher showing the class as a whole how to perform a technique or skill, use a piece of equipment or carry out a task.

3. Class discussion - pupils and teacher as a group share ideas, talk about the subject, ask questions, or seek answers to problems related to the content of the course or to related class activities.

4. Hands-on - pupils, under supervision, work on projects, operate machines, make things, perform work tasks.

5. Visual aids - teacher uses films, slides, overhead projector, audio or video tapes to present information to the class as a whole.

6. Field trip - teacher and pupils visit a place of business to study a process, learn how a product is made or to observe one or more specific work activities.

7. Evaluation - teacher and pupils are involved in some form of evaluation written test or quiz, performance of a skill or some other activity where the pupil is expected to demonstrate knowledge or competency. While a grade may or may not be associated with the evaluation, the effort should be examined with particular reference to its impact on the student's grade or progress in the course of study. Other strategies may be observed. As these are identified, they should be noted on the cover sheet and described in detail in the summary section or in an appended report.

The room description should include all information which can be helpful in understanding how the class session was conducted, how activities in the class evolved, how the pupils participated and how they interacted with the teacher and with other pupils. Such information should include (1) the placement of desks or work tables, (2) the teacher's desk or major work area, and the location of any instructional equipment used.

The seating arrangement should show pupil desks and/or work stations and should depict how pupils are able to relate to the teacher and to each other. The seat and/or work station of each deaf student should be shown.

In the section for other information you should note any other data, reactions or comments which may be helpful in analyzing or understanding the nature of the observation or the activities reported.

I. DESCRIPTION OF THE LEARNING EXPERIENCE

In the first section you are describing the subject matter content and the objectives (aims or goals) of the session. Describe the content as specifically as possible citing what you believe were the common elements of the learning situation. If small subgroups individualized instruction with different content and/or objectives were utilized, note these differences. If, after observing the session, the content or goals of the session remain vague or unclear, you should seek this information in the interview with the teacher.

In the second section, you should describe the general procedures followed in organizing and conducting the class. You should identify how the class was organized (as an entity, as sub groups, individualized) how the teacher related to the grouping(s) in attempting to meet the class objectives and how the pupils were expected to participate or perform in achieving the objectives of the session. Special note should be made of the performance of the deaf students in relation to the rest of the group and to how the teacher seemed to provide (or not provide) for them in organizing and carrying out the learning activities.

II. INSTRUCTIONAL ACTIVITIES

In this section, special attention should be directed at the instructional strategy being observed and the techniques used in working with the class and in the adaptations or modifications employed to accommodate the deaf learners. The record of the observation should be sufficiently detailed so that the account can be analyzed with reference to oversights and problems as well as for the identification of techniques tailored to accommodate the deaf students. The examples below will serve to illustrate a few activities that should be included in the description of the session.

Lecture. Does the teacher use the blackboard or overhead projector to illustrate points and, if so, how does the teacher tailor their use for deaf students? Do pupils ask questions during the presentation and, if so, are the deaf students made aware of the questions? How does the teacher handle spontaneous discussion that may occur? Where do the deaf students sit during a lecture? Are they grouped together? Does the teacher face the deaf students speaking directly to them? Does the teacher use pictures to illustrate an unknown object (e.g. a tool) or spell a new or difficult word?

Demonstration. Are demonstrations presented to the entire class, small groups or individuals? Are technical terms used and, if so, are they explained sufficiently so that deaf students can understand and follow the demonstration. Does the teacher stop periodically to ascertain if the class, and the deaf students in particular, are able to understand and follow the procedures? Does the teacher repeat the demonstration for the deaf students and, if so, is it the same demonstration or a shorter version?

Class discussion. In class discussions, are the deaf students seated so they can see the other class participants? Are the deaf students included in the discussions and, if so, how? Do the deaf students participate in class discussions or are they excused (or encouraged) to do other things? Does the teacher seem to be alert to deaf student needs during class discussions?

Hands-on. Do the students work individually, with partners or in small groups? What is the composition of these dyads or small groups? Does the teacher work with the students on a one-to-one basis or with groups of students? If the teacher wishes to call a technique or skill to the attention of the entire class, does the teacher include the deaf students in such spontaneous instruction? Does the teacher circulate among all the pupils or have the pupils come to the desk? Does the teacher use this time to coach/instruct the deaf students (or use this time to provide additional or repeat instruction/demonstration)? Are the deaf students using the same/different machines? doing the same practice activities?

Visual aids. What kinds of aids are used? Are slides captioned for the deaf? Where do the deaf pupils sit in relation to the materials being used?

Field trips. What provisions are made for deaf pupils when guides are explaining work tasks or processes? Are deaf pupils included in field trips regularly?

Evaluation. What provisions are made for deaf students during tests or quizzes? How are deaf students evaluated in terms of knowledge (content) or performance (skills)? Are exceptions in the evaluation activities made for deaf students? Does the teacher help the deaf students read test questions? Are deaf students given additional time to finish a test?

III. ADAPTATIONS OF INSTRUCTIONAL STRATEGIES

It is important to describe the various ways in which teachers have adapted or modified their instructional procedures to accommodate deaf learners. The check list at the top of this section can be used to record the different techniques which are observed. Commentary detailing the specifics of each technique should be recorded. You should be careful to record all evidences of teacher behavior that show promise for the mainstreaming as well as those behaviors that identify problems which have occurred. Commentary on oversights, missed opportunities and situations where the deaf pupils have not been provided for should be provided.

Peer pairing should be used when pupils are engaged with a partner in accomplishing a project or work task. Pair teaching should be used when the teacher asks another pupil to explain, tutor, demonstrate or help a deaf student in some capacity that involves supporting or supplementing the instructional activity.

IV. DIRECT COMMUNICATION WITH DEAF STUDENTS

This section provides for checking the various means whereby teachers communicate with deaf students. The check list at the top of the page utilizes two major categories: (1) verbal/manual and (2) body language.

You should be alert to all teacher-deaf pupil interaction using the checklist to record the transaction and the commentary to detail the instructional conditions prompting the communication, who initiated the interaction, how long it continued, and what problems occurred (as well as how they were resolved or unresolved). While occasional pupil-pupil interactions may be recorded because they are essential to understanding the instructional process of the class, these interactions and their frequency are not primary to the achievement of the purpose of the observation.

You will note that dramatization (body language) refers to both charade and pantomine. A charade can be considered as a more formal, planned effort to communicate a specific idea or object while a pantomine can be defined as a more affective, on-going effort to communicate with another person in a continuous fashion.

V. SAFETY MEASURES

Occupational education teachers are concerned with three general types of classroom safety: (1) personal body (protection of the body); (2) equipment (the proper and safe use of machines and equipment); and (3) institutional (precautions in case of fire or accident). All types of safety measures should be noted with particular emphasis being placed on the identification of those safety measures that are taken to insure the safety of the deaf pupil. Behavioral precautions refer to those activities which can be actively observed during the class session (e.g. using safety glasses or protective clothing, not allowing deaf students to use certain equipment or operate certain machines). Preparatory precautions refers to those safety measures which have been taken to insure the safety of deaf pupils (e.g. machines equipped with lights in case of malfunction, hearing "buddy" in case of fire, printed precautions or labels on machines).

VI. USE OF SUPPORT PERSONNEL

Support personnel will be frequently provided to aid in conducting the various instructional activities. The types and number of support personnel present during all (or part of)the session should be noted on the checklist at the top of Section VI. How they are utilized (what they do, for whom, how and under what conditions) should be recorded in detail. If there are occasions when the support are not utilized (or do not seem to be involved), these situations should be recorded. If you need additional information from the support personnel to explain more fully their behavior, you should seek this information from them directly at the end of the observation. Specific details on their use with individuals or with small groups as well as their efforts in the total class situation should be noted. The emphasis should be placed on the function of such support personnel as are observed rather than their defined role or title. References should consistently reflect their function and the details supplied should describe what they did rather than what their title might infer they would be doing.

GUIDED OBSERVATION OF TEACHING STRATEGIES

Objective 4

Class________________________ Session 1_ 2_ 3_ 1st half_ 2nd half_

Teacher________________________ BOCES________________________

Class size N_T____ N_D____

Instructional Strategies Observed	Students in Target Population
____ lecture	____________________
____ demonstration	____________________
____ class discussion	____________________
____ hands-on	____________________
____ visual aids	____________________
____ field trip	____________________
____ evaluation	____________________
____ other (specify)	____________________

Observer:________________________ Date:____________________

Room Description and Seating Arrangement:

Other Information:

. **Description of the Learning Experience**

Subject matter content/objectives or aims

General Classroom Organization/Procedures

. Instructional Activities

II. Adaptations of Instructional Strategies

- ____ repeated presentation
  - ___ explained lecture
  - ___ demonstration
- ____ peer pairing
  - ___ deaf with deaf
  - ___ deaf with hearing
- ____ peer teaching
  - ___ deaf with deaf
  - ___ deaf with hearing
- ____ individual help
- ____ other (specify)

- ____ seating
  - ___ teacher faces deaf pupils
  - ___ deaf pupils sit in front
- ____ support services
  - ___ interpreter
  - ___ tutor
  - ___ teacher aide
  - ___ reader
- ____ visual aids
  - ___ opague projector
  - ___ pictures
  - ___ slides

Commentary:

IV. Direct Communication with Deaf Students

Verbal/Manual

___ speech
  ___ talks slowly
  ___ mouths words
___ sign language
___ finger spelling
___ writing
  ___ paper
  ___ blackboard
  ___ palm of hand
  ___ in air
  ___ other
___ other (specify)

Body Language

___ facial expression
___ dramatization
  ___ charade
  ___ pantomime
___ pointing
  ___ blackboard
  ___ book, handout
  ___ model, machine
  ___ other person
___ gesturing
___ showing
___ other (specify)

Commentary:

V. Safety Measures

___ personal body ___ equipment ___ institutional

Behavioral Precautions:

Preparatory Precautions:

VI. Use of Support Personnel

Support Services Used

___ interpreting

___ tutoring

___ teacher aiding

___ coordinating

___ other (specify)

NAME OF SUPPORT PERSON:______________________________

How Utilized:

D5
1977-78

INTERVIEWER'S GUIDE
TO CONDUCTING THE OBSERVATION FOLLOW-UP INTERVIEWS
WITH CLASSROOM TEACHERS AND PUPILS

1977-78

PURPOSE OF THE INTERVIEWS

The use of observation follow-up interviews with classroom teachers and pupils serves two purposes: (1) they serve as a means for clarifying classroom practices and problems which were noted during the observation and (2) they are a source of additional information to enhance knowledge about and/or understanding of instructional strategies used in mainstreaming deaf pupils. You should use the interview to foster both of these purposes.

During the first year of the study considerable information was obtained describing the pattern of instructional strategies in occupational education classrooms. You should be quite familiar with these findings using this information as a base for the directed observation. The follow-up interviews with teachers and pupils should be geared to the more intensive and detailed description of very specific instructional practices and of the problems or advantages associated with these practices.

Unlike the structured interview used in other areas of this study, these teacher and student interviews can (and should be) more spontaneous and open. They are an opportunity to pursue in-depth information about the problems/practices which you have observed in the classroom situation. These interviews should serve mainly to amplify/clarify the anecdotal record of the observation.

The interviews with teachers and pupils should be tailored to your needs. While you may be somewhat constrained by their availability, you should use your judgment in making contacts. While the best time to contact teachers and pupils may be immediately after the session, making contact during the actual class session may be a possibility depending on the nature of the session, the temperament of the teacher or pupil and other considerations. You should gauge the situation carefully and approach teachers and students (or other personnel if necessary) when you believe it is possible to obtain the information you need. On the other hand, you should not in any way, impinge on the instructional program nor interfere with teacher or pupil participation in ways which inhibit or restrict the class session. In some instances, you may need to schedule another more convenient time for the interview.

Since you are using the interview to extend/clarify knowledge about or understanding of the classroom strategies of the teacher or the learning activities of the pupil, you will be guided by the informational needs you perceive necessary to support or enhance your guided observation report. The interview report form follows the same topical format employed in the observation. The interview report form differs from an interview schedule in that you are not provided with a precise set of ordered questions. You will report any information you obtain in the appropriate areas. You will determine what areas to pursue and how to pursue them. Reporting the information in the appropriate areas simply facilitates the coordination of reading and analyzing all the reports associated with the observation.

Each of the potential areas which you may wish to pursue are characterized in the following section. Suggestions pertaining to both the teacher and the pupil interviews are provided. These are only illustrative of the types of information you may wish to obtain. Further, these examples may suggest how you can best organize or categorize the information you obtain.

COVER SHEET

The Teacher/Pupil Interview Report should be filed with the Guided Observation report. Teachers and pupils interviewed should be recorded as well as any other personnel who might have been contacted and whose information has been incorporated in the report. After the interviews have been completed, check (left hand column) all areas where information has been recorded and check (right hand columns) whether the information has been supplied by teacher(s), pupil(s) or both. For instances where information may have been supplied by more than one interviewee in any group, you should note the initials (or code) of the respondent whose information has been recorded.

I. Description of the Learning Experience

Teacher:

-- check or clarify aims and objectives

-- relate instructional objectives to instructional strategy (reasons for the method or why appropriate to the objective)

-- teacher perceptions of the difficulty of the content for hearing and deaf pupils (level, differences)

-- clarify content of subject matter or skill involved

-- teacher perception of academic background essential to pursue content (math, language, reading)

-- teacher perception of abilities, aptitudes, interests helpful in pursuing content or learning skill

-- problems in motivating pupils (differences in deaf/hearing) or in maintaining motivated learning (levels, differences)

Pupil:

-- pupil feelings about teacher, class (or organization of class)

-- pupil interest in the content (motivation for)

-- pupil difficulties (background, participation)

-- pupil perception of objectives

-- pupil's sense of learning the content or skill (feelings of accomplishment, discouragement)

-- pupil's assessment of aptitudes, abilities in relation to content

II. Instructional Activities

Teacher:

- -- teacher perceptions of role in the learning activity
- -- teacher perceptions of deaf pupil participation in the learning endeavor (must learn to be independent, needs help)
- -- teacher perceptions of the specific problems associated with the strategy (hearing/deaf)
- -- methods used to avoid difficulties with strategy
- -- in-service needs to better utilize the strategy
- -- teacher reaction to specific problems observed

Pupil:

- -- pupil reaction to the strategy (general, specific)
- -- pupil feelings about how teacher helped (or failed to help) with the learning activity
- -- pupil feelings about participation (or non-participation)
- -- pupil reaction to (or feeling about) peer relationships in the class (treatment, help extended)
- -- concern with evaluation (content, performance)
- -- pupil reaction to the session (able to follow, got lost and where)

III. Adaptations of Instructional Strategies

Teacher:

-- reasons for specific adaptations used

-- teacher perceptions of in-service program in planning/ carrying out adaptations

-- teacher perceptions of utilizing peers in planning/ carrying out adaptations

-- teacher identification of problems in adapting strategy to deaf pupils (personal, instructional)

Pupil:

-- pupil reaction to specific adaptations

-- pupil suggestion as to how teacher could have helped

-- pupil perceptions of peers who may have helped (or not helped) in the learning experience

-- pupil reaction to the use of (or need for) visual aids

IV. Direct Communication With Deaf Students

Teacher:

- -- teacher perceptions of his/her strengths/weaknesses in communicating with deaf students
- -- teacher perceptions of deaf pupil strengths/weaknesses in communicating with him/her
- -- teacher identification of communication problems with deaf pupils
- -- teacher identification of in-service needs to improve/foster communication with deaf pupils
- -- teacher awareness of attention/inattention to deaf students in learning experience (involvement, participation, learning)

Pupil:

- -- pupil perceptions of his/her own strengths/weaknesses in communicating with teacher
- -- pupil perception of his/her participation in class discussions, recitations (or other)
- -- pupil reactions to the strengths/weaknesses of the teacher's communication with him/her
- -- pupil identification of specific instances of communication breakdown
- -- pupil ability/willingness to communicate learning problems/ difficulties to teacher

. Safety Measures

Teacher:

- -- explanation of techniques used to insure safety of deaf pupils
- -- rationale for use (or non-use) of safety measures in the learning experience
- -- teacher feelings about deaf student participation in the learning experience (constraints, adequacy)
- -- teacher perception of the work limitations in the learning experience imposed by deafness
- -- teacher identification of in-service help geared to help them with safety of deaf students in class situations

Pupil:

- -- identification of pupil fears about safety (personal, equipment, institutional)
- -- pupil perceptions of limitations imposed by their deafness
- -- pupil awareness of safety measures to be observed in the learning experience
- -- pupil observance (or non-observance) of safety rules/ regulations

. Use of Support Personnel

Teacher:

-- teacher reaction (feelings about) the use/effectiveness of support personnel

-- teacher involvement with support personnel in preparation for their use in the learning experience (providing lecture in advance, alerting support personnel to needs of deaf pupils in preparation for the learning experience)

-- teacher awareness of most effective use of support personnel (position or location of interpreter, use of tutor)

-- teacher perceptions of the role of specific support personnel (e.g., interpreter, tutor, liaison)

-- teacher identification of role/function of support personnel which could have enhanced/facilitated the learning experience

Pupil:

-- pupil perceptions of support personnel needed

-- pupil suggestions for teacher behavior in the absence (availability) of support personnel

-- pupil perceptions of effectiveness of support personnel

-- pupil perceptions of communication between teacher and support personnel (how support personnel helps teacher, how teacher helps support personnel)

VII. In-Service Training

Teacher:

-- teacher perceptions of in-service needs (general, specific)

-- identification/clarification of such areas as manual communication skills; psychology of deafness; learning difficulties/disabilities associated with deafness; techniques for adapting instructional strategies for deaf pupils; information about home school for the deaf; effective use of support personnel

-- teacher perceptions of need for more background on deaf students in the class (related to articulation)

Pupil:

-- pupil identification of weaknesses in teacher behavior (having reference for in-service training)

-- pupil suggestions for helping teacher improve instructional program

D5
1977-78

OBSERVATION FOLLOW-UP INTERVIEW REPORT

TEACHER/PUPIL

eacher interviewee______________________________ Sex: M__ F__

______________________________ M__ F__

upil interviewee ______________________________ M__ F__

______________________________ M__ F__

______________________________ M__ F__

______________________________ M__ F__

ther contacts ______________________________ M__ F__

______________________________ M__ F__

lass____________________________ BOCES____________________________

ession 1__ 2__ 3__ 1st half__ 2nd half__

reas of Information Covered	Teacher	Pupil
__ I. Description of learning experience	_____	_____
__ II. Instructional activities	_____	_____
__ III. Adaptations of instructional strategy	_____	_____
__ IV. Direct communication	_____	_____
__ V. Safety measures	_____	_____
__ VI. Support personnel	_____	_____
__ VII. In-service training	_____	_____

nterviewer____________________________ Date____________________________

Description of the Learning Experience

Teacher:

Pupil:

I. Instructional Activities

Teacher:

Pupil:

II. Adaptations of Instructional Strategy

Teacher:

Pupil:

IV. Direct Communication With Deaf Students

Teacher:

Pupil:

V. Safety Measures

Teacher:

Pupil:

VI. Use of Support Personnel

Teacher:

Pupil:

VII. In-Service Training

Teacher:

Pupil:

D6

INTERVIEW PROTOCOL
FOR
IN-SERVICE TRAINING
PROGRAMS

(Objective 4)

1977-78
1978-79

In-Service Training

This interview explores the in-service training (signing, psychology of deafness, etc. . . .) that has been provided by the school to help teachers to communicate with and/or to understand better, how to work with deaf students. The questions are designed more for the person who conducts in-service training; however, if you are interviewing teachers who have gone through the in-service training, it may be necessary to modify the questions to fit the respondent.

Questions 1a - 1h. This question and series of sub-questions seek information concerning the availability of an in-service program and the participation (or non-participation) of occupational education teachers in the in-service training program. These questions explore the content of, or areas included in, the in-service training. If the interviewee adds any comments relative to their participation or the help they received from the program (or any specific part of it), record the information on the Interview Schedule. Probe for the specific mode of communication taught and its effect on the student as perceived by the teacher. Probe to ascertain which areas under psychology of deafness have been presented. If the interviewee knows of an area not previously listed, this can be noted under "other." Question 1c seeks to ascertain if the teacher is involved in the in-service training and reasons for why he or she feels that it is or is not important. Questions 1d and 1e probe for information concerning who conducts the in-service training and their qualifications. Probe to find out how this was carried out (f), how often in-service took place (g), did it continue from year to year with advanced training (1g1), and the kinds of help (h) the teacher received concerning her/his understanding of deafness, deaf people, teaching the deaf or communicating with them. Explore the various dimensions of help they obtained as well as any indication that the in-service program (or any part of it) was not helpful.

Questions 2 and 3. Since these teachers are involved in the day-to-day instruction of deaf students, these questions seek to identify the kinds of help that teachers feel they need in learning how to teach deaf students. Those who have participated in the in-service program may identify different areas from those who have not participated in the in-service activities.

Regardless of their response to Question 2 (yes or no), seek to identify the information they feel is necessary in carrying out (or improving) an integrated instructional program.

D6

1977-78
1978-79

INTERVIEW SCHEDULE
FOR
IN-SERVICE TRAINING PROGRAMS
(Objective #4)

Interviewee______________________________ Sex: Male __ Female __

School______________________________ Location______________________________

Job Title______________________________ No. of yrs. in present position___ ______

Interviewer______________________________ Date______________________________

BEGIN THE INTERVIEW WITH:

"I am ______________. I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I'd like to explore the area of in-service training offered to instructors of deaf students. I'd like to discuss instructor participation, specific areas covered, along with the methods or strategies used to present the material covered. Do you have any questions about our meeting before we begin?"

After any questions or further explanations have been dealt with, proceed with Question 1.

1. "It is important for teachers who are or who will be working with deaf students to understand them. In-service training is one way to provide instructors with an opportunity to learn to work with deaf students. We are interested in knowing what experience you have had or have not had with in-service training.'

   a. "Is there an in-service training program for instructors at the BOCES Occupational Education Center to learn how to work with deaf students?"

      Yes __ No __

   b. "What areas were covered in the in-service training?"

      (1) "Are communication techniques covered?"

         Yes __ No__

         If Yes, which of the following communication techniques (modes) were covered:

         ____ fingerspelling

         ____ S.E.E. I/S.E.E. II (Seeing Exact English)

         ____ L.O.V.E. (Linguistics of Visual English)

         ____ Rochester Method

         ____ Total Communication

         ____ Oral Interpreting

         ____ American Sign Language (ASL)

         ____ Mime

         ____ Artistic signing

         ____ Other (specify)

      (2) "Is psychology of deafness covered?"

         Yes __ No __

         If yes, which of the following areas are covered:

         ____ Effect of deafness on a normal auditory process

         ____ Effect of deafness on communication and learning

         ____ Effects of deafness on sensory integration

         ____ Impact of deafness on the family

____ Impact of the education environments

____ Effect of deafness on the stages of psychological development

____ Other (specify)

(3) Other (specify)

c. "Who participated in the in-service training?"

d. "Did you conduct the in-service training course(s)?"

Yes __ No __

(1) If no, "Why did?"

(2) "How many were in the class?"

e. "What types of certification do you hold?"

____ CSC (Comprenehsive skill certification)

____ EIC (Expressive interpreting certification)

____ ETC (Expressive translating certification)

____ RSC (Reverse skill certification)

____ Teaching certification

____ No certification

____ Other (specify)

f. "What methods were used to teach the course?"

____ lecture ____ formal class ____ other (specify)

____ demonstration ____ informal class

Explain:

g. "How often did the in-service training occur?"

____ once a week

____ twice a week

____ once a month

____ twice a month

____ other (specify)

(1) "Was the in-service training "on-going?" Explain.

h. "What help did you get from the in-service training?"

2. "Do you feel that teachers need more help in learning how to teach deaf students?"

Yes __ No __ Explain:

3. "What other information do you think teachers need in order to understand better how to teach (instruct) deaf students?"

APPENDIX E

Instrumentation for Objective 5

E-1	Interview Protocol and Schedule for Nature and Extent of Communication and Instructional Articulation Between Cooperating Institutions - Administrative/Supervisory Form
E-2	Interview Protocol and Schedule for Nature and Extent of Communication and Instructional Articulation Between Cooperating Institutions - Pupil Personnel Form
E-3	Interview Protocol and Schedule for Nature and Extent of Communication and Instructional Articulation Between Cooperating Institutions - Instructor Form
E-4	Selection, Orientation, and Articulation Case Study Guide (1977-78 and 1978-79 Guidelines)
E-5	Interview Protocol and Schedules for Teachers at BOCES and the Schools for the Deaf Regarding Deaf Students' IEP's (Fall and Spring Forms)

E1

INTERVIEW PROTOCOL

FOR

THE NATURE AND EXTENT OF COMMUNICATION AND INSTRUCTIONAL ARTICULATION BETWEEN THE COOPERATING INSTITUTIONS

Administrative-Supervisory Form

(Objective #5)

PURPOSE OF THE INTERVIEW

The purpose of the interview is to explore and obtain information how deaf tudents are informed about the BOCES programs, how these students are elected to attend the BOCES programs, and how pupil personnel and instrucional staff communicate with those of the other cooperative institution or vithin its own about student progress or problems. The interview also attempts o explore how the administrative and supervisory staff in the two cooperative nstitutions articulate programs and student needs, and to what extent they are nvolved in these activities or how they have delegated these activities. The nterview protocol will help you to structure the format and procedures for onducting the interview. It will be used in conjunction with the Interview chedule on which all information obtained during the interview will be recorded. 'he protocol will provide you with suggestions for obtaining information, exploring elated areas, and gathering materials which should be picked up at the time of he interview, if possible.

The interview questions are sequenced in four stages: (A) Pre-Selection tage; (B) Selection Stage, (C) Orientation Stage, and (D) Instructional rticulation.

SPECIAL NOTES: Although the Interview Schedule is designed to be used vith all administrative and supervisory personnel of both cooperative institutions, here may be some questions which the administrative and/or supervisory ersonnel do not have sufficient information to respond. If you encounter such case, you may give the interviewee some leads or examples to encourage and elp him/her to respond to that particular question as best as he/she possibly an. If the interviewee does not have any information regarding a particular uestion, even though you have given examples, do not linger on it, instead, ou should move on to the next question.

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines.

1. The Interview Schedule consists of open-ended, dichotomous ("yes"-"no") and scaled questions. Because of the wide variety of procedures, criteria, techniques, or other information which may be identified and because of their relationship to the content of specific occupational education classes or to different school personnel, you will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow the responses of the interviewee being careful not to suggest answers or bias the nature of their response.

2. Those questions yielding a "yes"-"no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no", you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee Therefore, your judgment in those questions requiring a "yes"-"no" response becomes the final determinant as to how they are coded. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question reserving the classification of the response on the Interview Schedule for when you have completed that portion of the interview.

3. Those questions requiring a scaled response (a great deal, considerable, some, very little, no involvement) should not be coded until you have completed the question. Only in extreme circumstances, will it be necessary to provide the interviewee with the scaled alternatives. In most interview situations, you should seek explanations through direct questioning, probing, verification or clarification leads. Through focused techniques, you should be able to direct the responses to provide sufficient information that will allow you to scale the response. In some instances, you may wish to check your rating by stating "You seem to be saying that your administrative personnel are "considerably" involved but not "a great deal." Using this means of checking your rating can be very helpful when you must decide between two points on the rating scale. It can also be helpful when you want to eliminate points on the scale (e.g. "Your administrative personnel have been less than "somewhat" involved).

4. Supplementary information materials that are collected as a part of the interview should be identified on the Interview Schedule and numbered to correspond with the question. Information concerning their use or relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all materials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

5. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissable to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly thereafter and before another interview is undertaken. This will avoid confusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

6. The cover sheet of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish your reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanations or additional conversation is essential to conduct of the interview then you should take whatever additional time is necessary. In these instances, you should note on the cover sheet of the Interview Schedule the types of additional information that were either solicited or provided, the nature or content of any additional conversation and the length of time involved before you were able to proceed with the interview.

SPECIFIC INFORMATION

Section A: Pre-Selection Stage

This stage is defined as any educational point before deaf students or their parents have had a chance to become familiar with the programs offered by the BOCES Centers. In this section of the interview you will have an opportunity to identify the different kinds of information about the BOCES Centers that are provided for deaf students and their parents. You will also be obtaining data about the different methods and techniques that are used to disseminate this information. It is quite possible that curriculum outlines, programs and other printed materials may be available to supplement your interview notes. You should be sure to obtain these and to append them to your Interview Schedule. You should try to use this section of the interview to cover all the informational procedures that might be a part of the pre-selection stage. Covering as much of this information as possible in the first stage of the interview will be helpful to you in understanding better the nature of the responses which are provided in the other sections of the interview.

Questions A1 and A3. Question A1 seeks data concerning the interviewee's perceptions/beliefs about the kinds of information which students need in order to prepare for making a decision about participating in the BOCES Center program. Through direct questioning and clarification leads, you should be able to identify areas of information which the interviewee deems essential to the choice process. It is quite likely that you may find the types of information will center around program, plant or personnel areas. Specific details about each area is not essential since the major thrust of the question is to identify areas of information that should be provided. Question A3 seeks the same kind of information concerning the needs of parents.

Questions A2 and A4. These two questions focus on the identification of techniques, methods or procedures for providing information about the BOCES Center to students and their parents. You should be alert to differentiate between those activities that are used and those that are projected. Also, you should try to ascertain if all the areas of information cited as student or parent informational needs are covered in the programs described. Be alert to the mention or description of any materials which they may use (e.g. pamphlets, program guides, etc.) and obtain copies of any materials to supplement your written responses.

Questions A5 and A6. There are many different attitudes/feelings expressed about occupational training programs. Over the years, the vocational education focus of the BOCES programs throughout New York State has evolved [illegible] from "[illegible] the dummies" to "great programs for job preparation." Through probing and clarification leads, you should attempt to assess the variety of attitudes that have been expressed as well as their positive or negative valence. If possible, try to provide some indication of their general nature - that is, whether the attitudes of students (question A5) and parents (question A6) tend toward a positive (favorable) or negative (unfavorable) direction.

Section B: Selection Stage

This stage is defined as that point in the education of deaf students when they have an opportunity to elect to attend the BOCES Occupational Education Centers. This usually occurs for most deaf students in what might be called their sophomore year of high school. Generally, this stage is referred to the year prior to that time when students enroll in the BOCES Centers. This section of the interview deals with the procedures and processes that are used in helping students make decisions/choices concerning the course of study they would pursue. This set of questions assumes that information about the BOCES Center and its programs has been provided. Therefore, the focus of this section rests with the collection of information concerning the involvement of the student, the student's parents and other school personnel who may be involved in the decision-making process.

Question B1. This question seeks information concerning the procedures that are used in helping students (1) make the choice to go to the BOCES Center and (2) choose the course of study they will pursue there. The question is divided in two parts in order to differentiate between those procedures/techniques that are used in assisting students to elect to attend the BOCES Center and those that are employed in assisting them with the selection of a course of study. Through the use of probing, clarification, direct questioning and seeking examples leads, you should be able to identify those factors and considerations which the interviewee indicates as important to the choice process. Furthermore, and of equal importance, you should be able to identify any activities or considerations which may be established to direct or influence student choices. While it is quite likely that most interviewees will ascribe to the right of students to make their own choice, you should be alert to assess the extent to which choices are influenced to conform with adult decisions.

Question B2. This question seeks the same information as Question B1, focusing on the procedures and techniques used to involve parents in the choice process. The same leading techniques should be used to identify the factors and considerations which the interviewee deems important as well as those activities or considerations which may be established to direct or influence parent and student participation in the choice process.

Question B3. This question is directed at determining what school personnel are involved in helping students with the choice process and the extent to which they are involved with the student. Counseling, advising, conducting school visits are typical of the activities that might have been described in responses to questions B1 and B2. This question offers opportunities to probe the extent and nature of school personnel involvement.

Section C· Orientation Stage

This set of questions assumes that students who have elected to participate in the BOCES occupational education program will need some orientation to the program activities and the environment. The questions are directed at eliciting data concerning the types of information offered to students and their parents and the techniques used in providing it. You will need to keep the interview focused on post selection activities differentiating as much as possible between those provided prior to the selection stage and those provided after. Through clarification and direct questioning leads, it should be relatively easy to keep this portion of questions in line with the types of data sought.

Question C1. This question explores the kinds of information about the BOCES Occupational Education Center or its programs provided students. Seven possible areas of information are listed on the Interview Schedule. You should place a check (√) by any area that is substantially identified as an informational area. In addition to placing the check mark, you should obtain details for each kind of information that is mentioned and record the details in the space provided. Be alert to any written materials that they may have and obtain copies of any materials that are being used or circulated. Record any other information relevant to this question and specify it. If the interviewee does not understand how to respond to this question, you may give a couple of examples by saying: "Do you give students information about the bus schedule?" or "Do you provide students with information about the grading system?" Such examples can help or lead the interviewee to think of other areas of information that is provided.

Question C2 and C3. Question C2 explores the methods that are used to provide the information about the BOCES Occupational Education Center to students. Five possible techniques are listed on the Interview Schedule. You should place a check mark (√) by any technique that is mentioned by the interviewee. You should record the details of each technique that is mentioned in the space provided. Be alert to any written materials that they may have and obtain copies of any materials that are being used. Question C3 explores the techniques used to provide parents with information about the BOCES Center.

Section D: Articulation

This last set of questions refers to institutional articulation and elicits data identifying and describing the techniques and methods for communicating about student needs and progress between members of the two school staffs. The questions are directed at a variety of articulation concerns - curriculum, student progress, school routines, student needs and special problems with parents. You will be identifying how individual or groups of teachers in one school communicate with teachers or pupil personnel workers in the other school. Seeking examples techniques should be most useful in helping interviewees describe or detail the various techniques or procedures which they have employed.

Question D1. This question focuses on how teachers within and between the cooperating schools communicate about student needs and progress. There are five sub-questions - each to be asked as a separate question. Each question emphasizes a particular area where teachers might find it necessary to articulate their efforts - (1) curricular programs, (2) student progress, (3) special problems with parents, (4) school routine and (5) student needs. It is doubtful that you will obtain data for each area although it is important to note those areas where no articulation has taken place. Seeking examples leads may help in gathering information to illustrate how the teachers in both schools have combined their efforts to provide for student growth and progress.

Question D2. This question seeks to identify the problems involved as teachers attempt to communicate or fail to communicate about students attending the BOCES Center. Question D2 differs from Question D1 in that it emphasizes the problems that are involved in communicating about student needs, curricular programs, student progress, special problems with parents, and school routine. Interviewers may find that no efforts to foster communication between the two cooperating schools have been made. Nevertheless, it is equally important to identify the problems which have been identified and to record these problems with as much specific detail as possible. Seeking examples and probing leads should be useful in obtaining specifics concerning each problem area.

Question D3. This question explores the coordination of different activities between the two participating institutions. There are five sub-questions to be asked. Ask each sub-question separately and record the responses in the space provided on the Interview Schedule. Question D3a asks "Who coordinates the planning of programs?" You should obtain information concerning the coordination in both institutions (BOCES and School for the Deaf). While one coordinator may serve both institutions, space is provided for each institution in the event that different people are identified in the coordinating role. In identifying the person who has assumed this responsibility, be sure to indicate their position (vice principal, [illegible]) or job classification (social studies teacher).

Question D4. This question explores the methods or techniques that are used to coordinate the different activities mentioned in Question D3. The five sub-questions offer an opportunity to obtain specific descriptions/details on the various techniques/procedures that have been employed in coordinating different aspects of the cooperative program.

Questions D5 - D12. These questions focus on the involvement of the administrative and supervisory staff members in a variety of activities that are crucial to the continued development and/or maintenance of the program.

Question D5. This question seeks information concerning plans for continuing and extending plans for deaf students to attend the BOCES Center. A "yes" response (or an answer that would imply a "yes" response) necessitates verifying the information by cross-checking the response using any related data provided from previous questions. When the initial response is "yes", proceed to Questions D5a and D5b. If the response is "no", proceed to Question D6.

Question D5a. This question seeks to determine if the plan is long range. "Long-range" means that the plan must have several (three or more) years duration of planned activities. If plans are not long range, explore what the nature of the plans as they currently exist.

Question D5b. This question explores the systematic nature of any plans. If a plan exists, seek information on how it will be developed or extended.

Question D6. This question explores the involvement of administrative personnel in formulation of plans or programs for the cooperative program. Five scaled degrees to rate the involvement of administrative personnel have been provided. They are "A great deal", "Considerably", "Some", "Very little", and "No involvement". Procedures for scaling responses are provided in "General Information". In this question, you should probe to ascertain in what ways, if any, administrative or supervisory personnel are involved in formulating plans or programs for the occupational education of deaf students.

Question D7. This question seeks information regarding the involvement of administrative personnel in the selection of deaf students to attend the BOCES program. The emphasis in scaling responses on the involvement of administrative/supervisory personnel in the selection of students to attend the BOCES Center.

Question D8. This question explores the involvement of administrative personnel in the placement of deaf students in available courses of study at the BOCES Center. Keep the emphasis on the placement of students in available courses of study determining to what extent administrative personnel "rule out" or discourage certain courses of study.

Question D9. This question explores the extent to which administrative personnel at the BOCES Center encourage instructors to adapt their curricula to accommodate deaf students. If the response is "yes", explore how they encourage instructors to adapt their curricula changes. If the response is "no", probe how instructors feel about the lack of administrative encouragement. Ascertain also to what extent such decisions are left to the discretion of the instructor.

Question D10. This question attempts to ascertain the extent to which administrative/supervisory personnel are involved in curricular changes. Interviewers may need to probe their involvement in such activities as encouraging/promoting new courses of study, providing needed equipment, or promoting curricular adaptations for deaf students. Such aspects as leadership, receptivity to new ideas, promotion are crucial considerations in scaling responses.

Question D11. This question deals with the extent to which administrative/supervisory personnel are involved in the development/extension of career education activities. Interviewers should probe for aspects of leadership in the form of in-service courses, curricular materials, committee formulation as well as the nature of their own participation in formulating plans, hiring personnel, or considering budgetary items.

Question D12. This question explores the methods that are used by administrative/supervisory personnel to communicate with pupil personnel about the needs of deaf students and other areas. Administrative personnel often promote programs but fail to communicate with staff on their development or promotion. This question seeks to assess the nature of their involvement in five crucial areas of program development and maintenance. Interviewers should use probing, direct questions and seeking examples leads to assess the extent to which administrative/supervisory personnel are actually involved in the communication process of program evolvement.

Question D12a. This question focuses on how administrative/supervisory personnel communicate with pupil personnel about the needs of deaf students. It is important to keep in mind that you are exploring the methods or techniques that are used to communicate the needs of deaf students. In doing this, you may identify student needs that have not been enumerated in other previous questions.

Question D12b. This question focuses on the methods that are used by administrative/supervisory personnel to communicate with pupil personnel about programs for deaf students. It is important to keep in mind that you are seeking information concerning the methods or techniques that are used to communicate with administrative personnel about programs for deaf students.

Question D12c. This question explores how administrative/supervisory rsonnel communicate with pupil personnel about the progress of deaf students. ch techniques as scheduled or informal meetings, conferences, or classroom sitations suggest some methods you may wish to explore. Be alert to the ention or description of any materials which they may use (e.g. report rds or forms) and obtain copies of these forms to supplement your written sponses.

Question D12d. This question explores how administrative/supervisory rsonnel communicate with pupil personnel about special problems with rents of deaf students. Seeking examples leads can be used effectively in thering illustrative examples of the ways administrators communicate ith pupil personnel on the special problems/needs of deaf parents.

Question D12e. This question focuses on the methods that are used by lministrative/supervisory personnel to communicate with pupil personnel bout school routine such as attendance, tardiness, schedule changes, safety deaf students.

Question D13. This group of questions are the same as those posed in uestion D12 except that they are directed to explore the communication etween administrators/supervisors and classroom instructors. Interviewers n pursue the same types of leads in seeking information for the various ems covered.

E1

INTERVIEW SCHEDULE

FOR

THE NATURE AND EXTENT OF COMMUNICATION AND INSTRUCTIONAL ARTICULATION BETWEEN COOPERATING INSTITUTIONS

Administrative-Supervisory Form

(Objective #5)

Interviewee: ______________________ Sex: Male __ Female __

Title of Position: ______________________ School: ______________________

Location: ______________________ Date: ______________________

Interviewer: ______________________

BEGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I'd like to obtain information concerning how students are selected to attend the BOCES programs and how they are informed about the BOCES programs. I want also to explore how you and other administrative and supervisory staff members as well as instructors in the two institutions articulate program and student needs. We are interested in knowing to what extent you are involved in these activities or how you delegated these responsibilities. The questions will be sequenced in four stages: (A) Pre-Selection Stage, (B) Selection Stage, (C) Orientation Stage, and (D) Instructional Articulation. Do you have any questions about our meeting before you begin?"

After any questions or further explanations have been dealt with, proceed with the interview.

A. PRE-SELECTION STAGE

"We can start with the Pre-Selection Stage. We have defined this stage as any educational point before deaf students or their parents have had a chance to become familiar with the programs offered by the BOCES Occupational Education Centers. Even though they may have heard about the BOCES program or some part of it, we assume that most parents had only incidental exposure to the programs and activities offered by the Occupational Education Center at BOCES."

1. "What information do students need to become familiar with the educational opportunities at the BOCES?"

2. "What techniques are used to provide this information to students?"

3. "What information do parents of deaf students need to become familiar with the educational opportunities for their children at the BOCES?"

4. "What techniques are used to provide this information for parents?"

5. "What attitudes toward the BOCES program have been communicated to you by the students?"

6. "What attitudes toward the BOCES program have been communicated to you by the parents?"

B. SELECTION STAGE

"This next series of questions will refer to the Selection Stage--that point in the education of deaf students when they have an opportunity to elect to attend the BOCES Occupational Education Center. This selection usually occurs for most deaf students in the spring or early summer prior to the fall when students begin their studies in the BOCES Center."

1. "What procedures are used in helping students . . . .

   a. make the choice to go to the BOCES Center?"

   b. choose the course of study they will pursue at the BOCES Center?"

2. "What procedures are used to involve parents in their child's . . . .

   a. choice to go to the BOCES Center?"

   b. selection of the course of study at the BOCES Center?"

3. "What school personnel are involved in the choice process?"

C. ORIENTATION STAGE

"In the following questions I'll be asking you about how students are oriented to the BOCES program and the BOCES environment. In this stage, which we call the Orientation Stage, we assume that the students have elected to attend the BOCES Occupational Education Center and that they have selected the particular program they will pursue. Thus, we are concerned in this stage with the factors and techniques of making students ready for participation in their chosen program."

1. "What information about the BOCES Occupational Education Center is provided to students?"

___ a. Information about the program (such as length of time, credits)

___ b. Information about the environment

___ c. Information about the bus schedule

___ d. Information about the availability of interpreter (or other support services)

___ e. Information about future job opportunities

___ f. Information about prerequisite courses in high school for entering the BOCES programs

___ g. Information about the grading system at BOCES

___ h. Others (specify)

2. "What techniques are used to provide this information to students?"

___ a. Visits to the BOCES Center

___ b. Written information (such as brochures, pamphlets)

___ c. Audio-visual presentations portraying BOCES Center activities/procedures

___ d. Classroom lectures or discussions

___ e. Special informational meetings

___ f. Others (specify)

3. "What techniques are used to orient parents to the activities/procedures at the BOCES Center?"

___ a. Visits to the BOCES Center

___ b. Written information (such as brochures, pamphlets)

___ c. Audio-visual presentations portraying BOCES Center activities/procedures

___ d. Classroom lectures or discussions

___ e. Special informational meetings

___ f. Others (specify)

D. ARTICULATION

"In this last set of questions, we will be talking about institutional articulation. We associate this stage with that period of time when the students are actually attending the BOCES Occupational Education Cdnter as well as their own School for the Deaf. We are interested in the techniques and methods for communicating about student needs and progress between members of the two staffs. In responding to these questions, you should think primarily about how members of the two participating schools have been able to work together. Let's start with areas in which the teachers of both institutions may feel a need to work together."

1. "How do teachers at the BOCES Center and the School for the Deaf communicate about . . . .

    a. student needs?"

    b. curricular programs?"

    c. student progress?"

    d. special problems with parents?"

    e. school routine?"

2. "What problems are involved in communicating about . . . .

    a. student needs?"

b. curricular programs?"

c. student progress?"

d. special problems with parents?"

e. school routine?"

3. "In operating a cooperative program of this nature, the coordination of the different activities is an important element. Let's talk about some of these areas. Who coordinates . . .

a. the planning of programs?"

At BOCES	At School for the Deaf

b. the scheduling?"

At BOCES	At School for the Deaf

c. the busing of students?"

At BOCES	At School for the Deaf

d. special problems (e.g. student events, field trips)?"

At BOCES	At School for the Deaf

e. other activities?"

At BOCES	At School for the Deaf

4. "What techniques are used to coordinate . . . .

a. the planning of programs?"

b. the scheduling?"

c. the busing of students?"

d. special problems (e.g. student events, field trips)?"

e. other activities?"

5. "Has the administration developed any extended plans for deaf students to attend the BOCES programs?"

YES ___ NO ___

a. "Is the plan long range?"

YES ___ NO ___

b. "Is the plan systematic?"

YES ___ NO ___

6. "How involved are you in formulating plans or programs for the occupational education of deaf students?"

☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

7. "How involved are you in the selection of deaf students to attend the BOCES program?"

☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

8. "How involved are you in the placement of deaf students at the BOCES Center?"

☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

9. "Do the administrative personnel at the BOCES Center encourage instructors to adapt their curricula to accommodate deaf students?"

YES ___ NO ___

10. "How involved are you in identifying curriculum changes that seem to be needed?"

☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

11. "To what extent have you been involved in supporting career education activities for deaf students?"

☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

12. "How do you communicate with pupil personnel staff about . . . .

a. the needs of deaf students?"

b. programs for deaf students?"

c. the progress of deaf students?"

d. special problems with parents of deaf students?"

e. school routine?"

13. "How do you communicate with instructors about . . . .

a. the needs of deaf students?"

b. programs for deaf students?"

c. the progress of deaf students?"

d. special problems with parents of deaf students?"

e. school routine?"

E2

INTERVIEW PROTOCOL

FOR

THE NATURE AND EXTENT OF COMMUNICATION AND INSTRUCTIONAL ARTICULATION BETWEEN THE COOPERATING INSTITUTIONS

Pupil Personnel Form

(Objective #5)

PURPOSE OF THE INTERVIEW

The purpose of the interview is to explore and obtain information concerning how deaf students are selected to attend the BOCES programs, how these students are informed about the BOCES programs, and how pupil personnel and instructional staff communicate with those of the other cooperative institution or within its own about student progress or problems. The interview also attempts to explore how the administrative and supervisory staff in the two cooperative institutions articulate programs and student needs, and to what extent they are involved in these activities or how they have delegated these activities. The interview protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, exploring related areas, and gathering materials which should be picked up at the time of the interview, if possible.

The interview questions are sequenced in four stages: (A) Pre-Selection Stage; (B) Selection Stage, (C) Orientation Stage, and (D) Instructional Articulation.

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines.

1. The Interview Schedule consists of open-ended, dichotomous ("yes"-"no") and scaled questions. Because of the wide variety of procedures, criteria, techniques, or other information which may be identified and because of their relationship to the content of specific occupational education classes or to different school personnel, you will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow the responses of the interviewee being careful not to suggest answers or bias the nature of their response.

2. Those questions yielding a "yes"-"no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no", you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee Therefore, your judgment in those questions requiring a "yes"-"no" response becomes the final determinant as to how they are coded. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question reserving the classification of the response on the Interview Schedule for when you have completed that portion of the interview.

3. Those questions requiring a scaled response (a great deal, considerable, some, very little, no involvement) should not be coded until you have completed the question. Only in extreme circumstances, will it be necessary to provide the interviewee with the scaled alternatives. In most interview situations, you should seek explanations through direct questioning, probing, verification or clarification leads. Through focused techniques, you should be able to direct the responses to provide sufficient information that will allow you to scale the response. In some instances, you may wish to check your rating by stating "You seem to be saying that your administrative personnel are "considerably" involved but not "a great deal." Using this means of checking your rating can be very helpful when you must decide between two points on the rating scale. It can also be helpful when you want to eliminate points on the scale (e.g. "Your administrative personnel have been less than "somewhat" involved).

4. Supplementary information materials that are collected as a part of the interview should be identified on the Interview Schedule and numbered to correspond with the question. Information concerning their use or relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all materials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

5. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissable to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly thereafter and before another interview is undertaken. This will avoid confusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

6. The cover sheet of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish your reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanations or additional conversation is essential to conduct of the interview then you should take whatever additional time is necessary. In these instances, you should note on the cover sheet of the Interview Schedule the types of additional information that were either solicited or provided, the nature or content of any additional conversation and the length of time involved before you were able to proceed with the interview.

SPECIFIC INFORMATION

Section A: Pre-Selection Stage

This stage is defined as any educational point before deaf students or their parents have had a chance to become familiar with the programs offered by the BOCES Centers. In this section of the interview you will have an opportunity to identify the different kinds of information about the BOCES Centers that are provided for deaf students and their parents. You will also be obtaining data about the different methods and techniques that are used to disseminate this information. It is quite possible that curriculum outlines, programs and other printed materials may be available to supplement your interview notes. You should be sure to obtain these and to append them to your Interview Schedule. You should try to use this section of the interview to cover all the informational procedures that might be a part of the pre-selection stage. Covering as much of this information as possible in the first stage of the interview will be helpful to you in understanding better the nature of the responses which are provided in the other sections of the interview.

Questions A1 and A3. Question A1 seeks data concerning the interviewee's perceptions/beliefs about the kinds of information which students need in order to prepare for making a decision about participating in the BOCES Center progra Through direct questioning and clarification leads, you should be able to identify areas of information which the interviewee deems essential to the choice process It is quite likely that you may find the types of information will center around program, plant or personnel areas. Specific details about each area is not essential since the major thrust of the question is to identify areas of information that should be provided. Question A3 seeks the same kind of information concerning the needs of parents.

Questions A2 and A4. These two questions focus on the identification of techniques, methods or procedures for providing information about the BOCES Center to students and their parents. You should be alert to differentiate between those activities that are used and those that are projected. Also, you should try to ascertain if all the areas of information cited as student or parent informational needs are covered in the programs described. Be alert to the mention or description of any materials which they may use (e.g. pamphlets, program guides, etc.) and obtain copies of any materials to supplement your written responses.

Questions A5 and A6. There are many different attitudes/feelings expressed about occupational training programs. Over the years, the vocational education focus of the BOCES programs throughout New York State has evoked a wide variety of responses ranging from "programs for the dummies" to "great programs for job preparation." Through probing and clarification leads, you should attempt to assess the variety of attitudes that have been expressed as well as their positive or negative valence. If possible, try to provide some indication of their general nature - that is, whether the attitudes of students (question A5) and parents (question A6) tend toward a positive (favorable) or negative (unfavorable) direction.

Section B: Selection Stage

This stage is defined as that point in the education of deaf students when they have an opportunity to elect to attend the BOCES Occupational Education Centers. This usually occurs for most deaf students in what might be called their sophomore year of high school. Generally, this stage is referred to the year prior to that time when students enroll in the BOCES Centers. This section of the interview deals with the procedures and processes that are used in helping students make decisions/choices concerning the course of study they would pursue. This set of questions assumes that information about the BOCES Center and its programs has been provided. Therefore, the focus of this section rests with the collection of information concerning the involvement of the student, the student's parents and other school personnel who may be involved in the decision-making process.

Question B1. This question seeks information concerning the procedures that are used in helping students (1) make the choice to go to the BOCES Center and (2) choose the course of study they will pursue there. The question is divided in two parts in order to differentiate between those procedures/techniques that are used in assisting students to elect to attend the BOCES Center and those that are employed in assisting them with the selection of a course of study. Through the use of probing, clarification, direct questioning and seeking examples leads, you should be able to identify those factors and considerations which the interviewee indicates as important to the choice process. Furthermore, and of equal importance, you should be able to identify any activities or considerations which may be established to direct or influence student choices. While it is quite likely that most interviewees will ascribe to the right of students to make their own choice, you should be alert to assess the extent to which choices are influenced to conform with adult decisions.

Question B2. This question seeks the same information as Question B1, focusing on the procedures and techniques used to involve parents in the choice process. The same leading techniques should be used to identify the factors and considerations which the interviewee deems important as well as those activities or considerations which may be established to direct or influence parent and student participation in the choice process.

Question B3. This question is directed at determining what school personnel are involved in helping students with the choice process and the extent to which they are involved with the student. Counseling, advising, conducting school visits are typical of the activities that might have been described in responses to questions B1 and B2. This question offers opportunities to probe the extent and nature of school personnel involvement.

Section C: Orientation Stage

This set of questions assumes that students who have elected to participate in the BOCES occupational education program will need some orientation to the program activities and the environment. The questions are directed at eliciting data concerning the types of information offered to students and their parents and the techniques used in providing it. You will need to keep the interview focused on post selection activities differentiating as much as possible between those provided prior to the selection stage and those provided after. Through clarification and direct questioning leads, it should be relatively easy to keep this portion of questions in line with the types of data sought.

Question C1. This question explores the kinds of information about the BOCES Occupational Education Center or its programs provided students. Seven possible areas of information are listed on the Interview Schedule. You should place a check (✓) by any area that is substantially identified as an informational area. In addition to placing the check mark, you should obtain details for each kind of information that is mentioned and record the details in the space provided. Be alert to any written materials that they may have and obtain copies of any materials that are being used or circulated. Record any other information relevant to this question and specify it. If the interviewee does not understand how to respond to this question, you may give a couple of examples by saying: "Do you give students information about the bus schedule?" or "Do you provide students with information about the grading system?" Such examples can help or lead the interviewee to think of other areas of information that is provided.

Question C2 and C3. Question C2 explores the methods that are used to provide the information about the BOCES Occupational Education Center to students. Five possible techniques are listed on the Interview Schedule. You should place a check mark (✓) by any technique that is mentioned by the interviewee. You should record the details of each technique that is mentioned in the space provided. Be alert to any written materials that they may have and obtain copies of any materials that are being used. Question C3 explores the techniques used to provide parents with information about the BOCES Center.

Section D: Articulation

This last set of questions refers to institutional articulation and elicits data identifying and describing the techniques and methods for communicating about student needs and progress between members of the two school staffs. The questions are directed at a variety of articulation concerns - curriculum, student progress, school routines, student needs and special problems with parents. You will be identifying how individual or groups of teachers in one school communicate with teachers or pupil personnel workers in the other school. Seeking examples techniques should be most useful in helping interviewees describe or detail the various techniques or procedures which they have employed.

Question D1. This question focuses on how teachers within and between the cooperating schools communicate about student needs and progress. There are five sub-questions - each to be asked as a separate question. Each question emphasizes a particular area where teachers might find it necessary to articulate their efforts - (1) curricular programs, (2) student progress, (3) special problems with parents, (4) school routine and (5) student needs. It is doubtful that you will obtain data for each area although it is important to note those areas where no articulation has taken place. Seeking examples leads may help in gathering information to illustrate how the teachers in both schools have combined their efforts to provide for student growth and progress.

Question D2. This question seeks to identify the problems involved as teachers attempt to communicate or fail to communicate about students attending the BOCES Center. Question D2 differs from Question D1 in that it emphasizes the problems that are involved in communicating about student needs, curricular programs, student progress, special problems with parents, and school routine. Interviewers may find that no efforts to foster communication between the two cooperating schools have been made. Nevertheless, it is equally important to identify the problems which have been identified and to record these problems with as much specific detail as possible. Seeking examples and probing leads should be useful in obtaining specifics concerning each problem area.

Question D3. This question explores the coordination of different activities between the two participating institutions. There are five sub-questions to be asked. Ask each sub-question separately and record the responses in the space provided on the Interview Schedule. Question D3a asks "Who coordinates the planning of programs?" You should obtain information concerning the coordination in both institutions (BOCES and School for the Deaf). While one coordinator may serve both institutions, space is provided for each institution in the event that different people are identified in the coordinating role. In identifying the person who has assumed this responsibility, be sure to indicate their job title (vice principal, counselor) or job classification (social studies teacher).

Question D4. This question explores the methods or techniques that are used to coordinate the different activities mentioned in Question D3. The five sub-questions offer an opportunity to obtain specific descriptions/details on the various techniques/procedures that have been employed in coordinating different aspects of the cooperative program.

Questions D5 - D12. These questions focus on the involvement of the administrative and supervisory staff members in a variety of activities that are crucial to the continued development and/or maintenance of the program.

Question D5. This question seeks information concerning plans for continuing and extending plans for deaf students to attend the BOCES Center. A "yes" response (or an answer that would imply a "yes" response) necessitates verifying the information by cross-checking the response using any related data provided from previous questions. When the initial response is "yes", proceed to Questions D5a and D5b. If the response is "no", proceed to Question D6.

Question D5a. This question seeks to determine if the plan is long range. "Long-range" means that the plan must have several (three or more) years duration of planned activities. If plans are not long range, explore what the nature of the plans as they currently exist.

Question D5b. This question explores the systematic nature of any plans. If a plan exists, seek information on how it will be developed or extended.

Question D6. This question explores the involvement of administrative personnel in formulation of plans or programs for the cooperative program. Five scaled degrees to rate the involvement of administrative personnel have been provided. They are "A great deal", "Considerably", "Some", "Very little", and "No involvement". Procedures for scaling responses are provided in "General Information". In this question, you should probe to ascertain in what ways, if any, administrative or supervisory personnel are involved in formulating plans or programs for the occupational education of deaf students.

Question D7. This question seeks information regarding the involvement of administrative personnel in the selection of deaf students to attend the BOCES program. The emphasis in scaling responses on the involvement of administrative/supervisory personnel in the selection of students to attend the BOCES Center.

Question D8. This question explores the involvement of administrative personnel in the placement of deaf students in available courses of study at the BOCES Center. Keep the emphasis on the placement of students in available courses of study determining to what extent administrative personnel "rule out" or "discourage" certain courses of study.

Question D9. This question explores the extent to which administrative personnel at the BOCES Center encourage instructors to adapt their curricula to accommodate deaf students. If the response is "yes", explore how they encourage instructors to adapt their curricula changes. If the response is "no", probe how instructors feel about the lack of administrative encouragement. Ascertain also to what extent such decisions are left to the discretion of the instructor.

Question D10. This question attempts to ascertain the extent to which administrative/supervisory personnel are involved in curricular changes. Interviewers may need to probe their involvement in such activities as encouraging/promoting new courses of study, providing needed equipment, or promoting curricular adaptations for deaf students. Such aspects as leadership, receptivity to new ideas, promotion are crucial considerations in scaling responses.

Question D11. This question deals with the extent to which administrative/supervisory personnel are involved in the development/extension of career education activities. Interviewers should probe for aspects of leadership in the form of in-service courses, curricular materials, committee formulation as well as the nature of their own participation in formulating plans, hiring personnel, or considering budgetary items.

Question D12. This question explores the methods that are used by pupil personnel to communicate with administrative personnel about the needs of deaf students and other areas. Administrative personnel often promote programs but fail to communicate with staff on their development or promotion. This question seeks to assess the nature of their involvement in five crucial areas of program development and maintenance. Interviewers should use probing, direct questions and seeking examples leads to assess the extent to which administrative/supervisory personnel are actually involved in the communication process of program evolvement.

Question D12a. This question focuses on how personnel communicate with administrative personnel about the needs of deaf students. It is important to keep in mind that you are exploring the methods or techniques that are used to communicate the needs of deaf students. In doing this, you may identify student needs that have not been enumerated in other previous questions.

Question D12b. This question focuses on the methods that are used by personnel to communicate with administrative personnel about programs for deaf students. It is important to keep in mind that you are seeking information concerning the methods or techniques that are used to communicate with administrative personnel about programs for deaf students.

Question D12c. This question explores how personnel communicate with administrative personnel about the progress of deaf students. Such techniques as scheduled or informal meetings, conferences, or classroom visitations suggest some methods you may wish to explore. Be alert to the mention or description of any materials which they may use (e.g. report cards or forms) and obtain copies of these forms to supplement your written responses.

Question D12d. This question explores how personnel communicate with administrative personnel about special problems with parents of deaf students. Seeking examples leads can be used effectively in gathering illustrative examples of the ways personnel communicate with administrators on the special problems/needs of deaf parents.

Question D12e. This question focuses on the methods that are used by personnel to communicate with administrative personnel about school routine such as attendance, tardiness, schedule changes, safety of deaf students.

Question D13. This group of questions are the same as those posed in Question D12 except that they are directed to explore the communication between pupil personnel workers and classroom instructors. Interviewers can pursue the same types of leads in seeking information for the various items covered.

E2

INTERVIEW SCHEDULE

FOR

THE NATURE AND EXTENT OF COMMUNICATION AND INSTRUCTIONAL ARTICULATION BETWEEN THE COOPERATING INSTITUTIONS

Pupil Personnel Form

(Objective #5)

Interviewee:______________________________ Sex: Male __ Female __

Title of Position:__________________________ School:____________________________

Location:____ Date:______________________

Interviewer:______________________________

BEGIN THE INTERVIEW WITH:

> "I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I am interested in obtaining information concerning how students are selected to attend the BOCES programs, how they are informed, and how you and other pupil personnel staff communicate with those of the other institution about student progress or problems. I am also interested in exploring how the administrative and supervisory staff members, as well as instructors in the two institutions work with you in articulating program and student needs. We want to know to what extent they are involved in these activities or how they have delegated these responsibilities. The questions will be sequenced in four stages: (A) Pre-Selection Stage, (B) Selection Stage, (C) Orientation Stage, and (D) Instructional Articulation. Do you have any questions about our meeting before you begin?"

After any questions or further explanations have been dealt with, proceed with the interview.

A. PRE-SELECTION STAGE

"We can start with the Pre-Selection Stage. We have defined this stage as any educational point before deaf students or their parents have had a chance to become familiar with the programs offered by the BOCES Occupational Education Centers. Even though they may have heard about the BOCES program or some part of it, we assume that most parents had only incidental exposure to the programs and activities offered by the Occupational Education Center at BOCES."

1. "What information do students need to become familiar with the educational opportunities at the BOCES?"

2. "What techniques are used to provide this information to students?"

3. "What information do parents of deaf students need to become familiar with the educational opportunities for their children at the BOCES?"

4. "What techniques are used to provide this information for parents?"

5. "What attitudes toward the BOCES program have been communicated to you by the students?"

6. "What attitudes toward the BOCES program have been communicated to you by the parents?"

B. SELECTION STAGE

"This next series of questions will refer to the Selection Stage--that point in the education of deaf students when they have an opportunity to elect to attend the BOCES Occupational Education Center. This selection usually occurs for most deaf students in the spring or early summer prior to the fall when students begin their studies in the BOCES Center."

1. "What procedures are used in helping students . . . .

   a. make the choice to go to the BOCES Center?"

   b. choose the course of study they will pursue at the BOCES Center?"

2. "What procedures are used to involve parents in their child's . . . .

   a. choice to go to the BOCES Center?"

   b. selection of the course of study at the BOCES Center?"

3. "What school personnel are involved in the choice process?"

C. ORIENTATION STAGE

"In the following questions I'll be asking you about how students are oriented to the BOCES program and the BOCES environment. In this stage, which we call the Orientation Stage, we assume that the students have elected to attend the BOCES Occupational Education Center and that they have selected the particular program they will pursue. Thus, we are concerned in this stage with the factors and techniques of making students ready for participation in their chosen program."

1. "What information about the BOCES Occupational Education Center is provided to students?"

___ a. Information about the program (such as length of time, credits)

___ b. Information about the environment

___ c. Information about the bus schedule

___ d. Information about the availability of interpreter (or other support services)

___ e. Information about future job opportunities

___ f. Information about prerequisite courses in high school for entering the BOCES programs

___ g. Information about the grading system at BOCES

___ h. Others (specify)

2. "What techniques are used to provide this information to students?"

___ a. Visits to the BOCES Center

___ b. Written information (such as brochures, pamphlets)

___ c. Audio-visual presentations portraying BOCES Center activities/procedures

___ d. Classroom lectures or discussions

___ e. Special informational meetings

___ f. Others (specify)

3. "What techniques are used to orient parents to the activities/procedures at the BOCES Center?"

___ a. Visits to the BOCES Center

___ b. Written information (such as brochures, pamphlets)

___ c. Audio-visual presentations portraying BOCES Center activities/procedures

___ d. Classroom lectures or discussions

___ e. Special informational meetings

___ f. Others (specify)

D. ARTICULATION

"In this last set of questions, we will be talking about institutional articulation. We associate this stage with that period of time when the students are actually attending the BOCES Occupational Education Cdnter as well as their own School for the Deaf. We are interested in the techniques and methods for communicating about student needs and progress between members of the two staffs. In responding to these questions, you should think primarily about how members of the two participating schools have been able to work together. Let's start with areas in which the teachers of both institutions may feel a need to work together."

1. "How do teachers at the BOCES Center and the School for the Deaf communicate about . . . .

   a. student needs?"

   b. curricular programs?"

   c. student progress?"

   d. special problems with parents?"

   e. school routine?"

2. "What problems are involved in communicating about . . . .

   a. student needs?"

b. curricular programs?"

c. student progress?"

d. special problems with parents?"

e. school routine?"

3. "In operating a cooperative program of this nature, the coordination of the different activities is an important element. Let's talk about some of these areas. Who coordinates . . .

a. the planning of programs?"

At BOCES	At School for the Deaf

b. the scheduling?"

At BOCES	At School for the Deaf

c. the busing of students?"

At BOCES	At School for the Deaf

d. special problems (e.g. student events, field trips)?"

At BOCES	At School for the Deaf

e. other activities?"

At BOCES	At School for the Deaf

4. "What techniques are used to coordinate . . . .

   a. the planning of programs?"

   b. the scheduling?"

   c. the busing of students?"

   d. special problems (e.g. student events, field trips)?"

   e. other activities?"

5. "Has the administration developed any extended plans for deaf students to attend the BOCES programs?"

YES __ NO __

a. "Is the plan long range?"

YES __ NO __

b. "Is the plan systematic?"

YES __ NO __

6. "How involved are administrative personnel in formulating plans or programs for the occupational education of deaf students?"

☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

7. "How involved are administrative personnel in the selection of deaf students to attend the BOCES program?"

☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

8. "How involved are administrative personnel in the placement of deaf students at the BOCES Center?"

☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

9. "Do the administrative personnel at the BOCES Center encourage instructors to adapt their curricula to accommodate deaf students?"

YES __ NO __

10. "How involved are administrative personnel in identifying curricular changes that seem to be needed?"

☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

11. "To what extent have administrative personnel been involved in supporting career education activities for deaf students?"

☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

12. "How do you communicate with administrative personnel about . . . .

a. the needs of deaf students?"

b. programs for deaf students?"

c. the progress of deaf students?"

d. special problems with parents of deaf students?"

e. school routine?"

13. "How do you communicate with instructors about . . . .

a. the needs of deaf students?"

b. programs for deaf students?"

c. the progress of deaf students?"

d. special problems with parents of deaf students?"

e. school routine?"

E 3

INTERVIEW PROTOCOL

FOR

THE NATURE AND EXTENT OF COMMUNICATION AND INSTRUCTIONAL ARTICULATION BETWEEN THE COOPERATING INSTITUTIONS

Instructor Form

(Objective #5)

PURPOSE OF THE INTERVIEW

The purpose of the interview is to explore and obtain information on how deaf students are informed about the BOCES programs, how these students are selected to attend the BOCES programs, and how instructors at BOCES and instructors at the school for the deaf communicate with each other about the needs, progress, or problems of deaf students. The interview also attempts to explore the communication between instructors and the administrative, supervisory, and pupil personnel staff within their own school or in the other cooperating school concerning the needs, progress, or problems of deaf students, and to explore how the administrative and supervisory staff in the two cooperative institutions articulate programs and student needs, and to what extent they are involved in these activities or how they have delegated these activities. The interview protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, exploring related areas, and gathering materials which should be picked up at the time of the interview, if possible.

The interview questions are sequenced in four stages: (A) Pre-Selection Stage; (B) Selection Stage, (C) Orientation Stage, and (D) Instructional Articulation.

SPECIAL NOTES: Although all questions in the Interview Schedule are designed to be used with instructors of both cooperative institutions, there may be some questions which instructors do not have sufficient information to respond to. If you encounter such a case, you may give the interviewee some leads or examples to encourage and help him/her to respond to that particular question as best as he/she possibly can. If the interviewee does not have any information regarding a particular question, even though you have given examples, do not linger on it. Instead you should move on to the next question.

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines.

1. The Interview Schedule consists of open-ended, dichotomous ("yes"-"no") and scaled questions. Because of the wide variety of procedures, criteria, techniques, or other information which may be identified and because of their relationship to the content of specific occupational education classes or to different school personnel, you will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow the responses of the interviewee, being careful not to suggest answers or bias the nature of their response.

2. Those questions yielding a "yes"-"no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no", you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question, reserving the classification of the response on the Interview Schedule for when you have completed that portion of the interview.

3. Those questions requiring a scaled response (a great deal, considerably, some, very little, no involvement) should not be coded until you have completed the question. Only in extreme circumstances, will it be necessary to provide the interviewee with the scaled alternatives. In most interview situations, you should seek explanations through direct questioning, probing, verification or clarification leads. Through focused techniques, you should be able to direct the responses to provide sufficient information that will allow you to scale the response. In some instances, you may wish to check your rating by stating "You seem to be saying that your administrative personnel are "considerably" involved but not " great deal." Using this means of checking your rating can be very helpful when you must decide between two points on the rating scale. It can also be helpful when you want to eliminate points on the scale (e.g. "Your administrative personnel have been less than "somewhat" involved").

4. Supplementary information materials that are collected as a part of the interview should be identified on the Interview Schedule and numbered to correspond with the question. Information concerning their use or relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all materials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

5. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissible to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly thereafter and before another interview is undertaken. This will avoid confusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

6. The cover sheet of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish your reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanations or additional conversation is essential to conduct of the interview then you should take whatever additional time is necessary. In these instances, you should note on the cover sheet of the Interview Schedule the types of additional information that were either solicited or provided, the nature or content of any additional conversation and the length of time involved before you were able to proceed with the interview.

SPECIFIC INFORMATION

Section A: Pre-Selection Stage

This stage is defined as any educational point before deaf students or their parents have had a chance to become familiar with the programs offered by the BOCES Centers. In this section of the interview you will have an opportunity to identify the different kinds of information about the BOCES Centers that are provided for deaf students and their parents. You will also be obtaining data about the different methods and techniques that are used to disseminate this information. It is quite possible that curriculum outlines, programs and other printed materials may be available to supplement your interview notes. You should be sure to obtain these and append them to your Interview Schedule. You should try to use this section of the interview to cover all the informational procedures that might be a part of the pre-selection stage. Covering as much of this information as possible in the first stage of the interview will be helpful to you in understanding better the nature of the responses which are provided in the other sections of the interview.

Questions A1 and A3. Question A1 seeks data concerning the interviewee's perceptions/beliefs about the kinds of information which students need in order to prepare for making a decision about participating in the BOCES Center program. Through direct questioning and clarification leads, you should be able to identify areas of information which the interviewee deems essential to the choice process. It is quite likely that you may find the types of information will center around program, plant or personnel areas. Specific details about each area is not essential since the major thrust of the question is to identify areas of information that should be provided. Question A3 seeks the same kind of information concerning the needs of parents.

Questions A2 and A4. These two questions focus on the identification of techniques, methods or procedures for providing information about the BOCES Center to students and their parents. You should be alert to differentiate between those activities that are used and those that are projected. Also, you should try to ascertain if all the areas of information cited as student or parent informational needs are covered in the programs described. Be alert to the mention or description of any materials which they may use (e.g. pamphlets, program guides, etc.) and obtain copies of any materials to supplement your written responses.

Questions A5 and A6. There are many different attitudes/feelings expressed about occupational training programs. Over the years, the vocational education focus of the BOCES programs throughout New York State has evoked a wide variety of responses ranging from "programs for the dummies" to "great programs for job preparation." Through probing and clarification leads, you should attempt to assess the variety of attitudes that have been expressed as well as their positive or negative valence. If possible, try to provide some indication of their general nature - that is, whether the attitudes of students (question A5) and parents (question A6) tend toward a positive (favorable) or negative (unfavorable) direction.

Section B: Selection Stage

This stage is defined as that point in the education of deaf students when they have an opportunity to elect to attend the BOCES Occupational Education Centers. This usually occurs for most deaf students in what might be called their sophomore year of high school. Generally, this stage refers to the year prior to that time when students enroll in the BOCES Centers. This section of the interview deals with the procedures and processes that are used in helping students make decisions/choices concerning the course of study they will pursue. This set of questions assumes that information about the BOCES Center and its programs has been provided. Therefore, the focus of this section rests with the collection of information concerning the involvement of the student, the student's parents and other school personnel who may be involved in the decision-making process.

Question B1. This question seeks information concerning the procedures that are used in helping students (1) make the choice to go to the BOCES Center and (2) choose the course of study they will pursue there. The question is divided in two parts in order to differentiate between those procedures/techniques that are used in assisting students to elect to attend the BOCES Center and those that are employed in assisting them with the selection of a course of study. Through the use of probing, clarification, direct questioning and seeking examples leads, you should be able to identify those factors and considerations which the interviewee indicates as important to the choice process. Furthermore, and of equal importance, you should be able to identify any activities or considerations which may be established to direct or influence student choices. While it is quite likely that most interviewees will ascribe to the right of students to make their own choice, you should be alert to assess the extent to which choices are influence to conform with adult decisions.

Question B2. This question seeks the same information as Question B1, focusing on the procedures and techniques used to involve parents in the choice process. The same leading techniques should be used to identify the factors and considerations which the interviewee deems important as well as those activities or considerations which may be established to direct or influence parent and student participation in the choice process.

Question B3. This question is directed at determining what school personnel are involved in helping students with the choice process and the extent to which they are involved with the student. Counseling, advising, conducting school visits are typical of the activities that might have been described in responses to questions B1 and B2. This question offers opportunities to probe the extent and nature of school personnel involvement.

Section C: Orientation Stage

This set of questions assumes that students who have elected to participate in the BOCES occupational education program will need some orientation to the program activities and the environment. The questions are directed at eliciting data concerning the types of information offered to students and their parents and the techniques used in providing it. You will need to keep the interview focused on post-selection activities differentiating as much as possible between those provided prior to the selection stage and those provided after. Through clarification and direct questioning leads, it should be relatively easy to keep this portion of questions in line with the types of data sought.

Question C1. This question explores the kinds of information about the BOCES Occupational Education Center or its programs provided students. Seven possible areas of information are listed on the Interview Schedule. You should place a check (✓) by any area that is substantially identified as an informational area. In addition to placing the check mark, you should obtain details for each kind of information that is mentioned and record the details in the space provided. Be alert to any written materials that they may have and obtain copies of any materials that are being used or circulated. Record any other information relevant to this question and specify it. If the interviewee does not understand how to respond to this question, you may give a couple of examples by saying "Do you give students information about the bus schedule?" or "Do you provide students with information about the grading system?" Such examples can help or lead the interviewee to think of other areas of information that are provided.

Questions C2 and C3. Question C2 explores the methods that are used to provide the information about the BOCES Occupational Education Center to students. Five possible techniques are listed on the Interview Schedule. You should place a check mark (✓) by any technique that is mentioned by the interviewee. You should record the details of each technique that is mentioned in the space provided. Be alert to any written materials that they may have and obtain copies of any materials that are being used. Question C3 explores the techniques used to provide parents with information about the BOCES Center.

Section D: Articulation

This last set of questions refers to instructional articulation and elicits data identifying and describing the techniques and methods for communicating about student needs and progress between members of the two school staffs. The questions are directed at a variety of articulation concerns - curriculum, student progress, school routines, student needs and special problems with parents. You will be identifying how individual or groups of teachers in one school communicate with teachers, pupil personnel workers or administrators in the other school. Seeking examples techniques should be most useful in helping interviewees describe or detail the various techniques or procedures which they have employed.

Question D1. This question focuses on how teachers between the cooperating schools communicate about student needs and progress. There are five sub-questions each to be asked as a separate question. Each question emphasizes a particular area where teachers might find it necessary to articulate their efforts - (1) student needs, (2) curricular programs, (3) student progress, (4) special problems with parents, and (5) school routine. It is doubtful that you will obtain data for each area although it is important to note those areas where no articulation has taken place. Seeking examples leads may help in gathering information to illustrate how the teachers in both schools have combined their efforts to provide for student growth and progress.

Question D2. This question seeks to identify the problems involved as teachers attempt to communicate or fail to communicate about deaf students attending the BOCES Center. Question D2 differs from Question D1 in that it emphasizes the problems that are involved in communicating about student needs, curricular programs, student progress, special problems with parents, and school routine. Interviewers may find that no efforts to foster communication between the two cooperating schools have been made. Nevertheless, it is equally important to identify the problems which have been identified and to record these problems with as much specific detail as possible. Seeking examples and probing leads should be useful in obtaining specifics concerning each problem area.

Question D3. This question explores the coordination of different activities between the two participating institutions. There are five sub-questions to be asked. Ask each sub-question separately and record the responses in the space provided on the Interview Schedule. Question D3a asks "Who coordinates the planning of programs?" You should obtain information concerning the coordination in both institutions (BOCES and School for the Deaf). While one coordinator may serve both institutions, space is provided for each institution in the event that different people are identified in the coordinating role. In identifying the person who has assumed this responsibility, be sure to indicate their job title (vice principal, counselor) or job classification (social studies teacher).

Question D4. This question explores the methods or techniques that are used to coordinate the different activities mentioned in Question D3. The five sub-questions offer an opportunity to obtain specific descriptions/details on the various techniques/procedures that have been employed in coordinating different aspects of the cooperative program.

Questions D5 - D12. These questions focus on the involvement of the administrative and supervisory staff members in a variety of activities that are crucial to the continued development and/or maintenance of the program.

Question D5. This question seeks information concerning plans for continuing and extending plans for deaf students to attend the BOCES Center. A "yes" response (or an answer that would imply a "yes" response) necessitates verifying the information by cross-checking the response using any related data provided from previous questions. When the initial response is "yes", proceed to Questions D5a and D5b. If the response is "no", proceed to Question D6.

Question D5a. This question seeks to determine if the plan is long range. "Long-range" means that the plan must have several (three or more) years duration of planned activities. If plans are not long-range, explore what the nature of the plans as they currently exist.

Question D5b. This question explores the systematic nature of any plans. If a plan exists, seek information on how it will be developed or extended.

Question D6. This question explores the involvement of administrative personnel in formulation of plans or programs for the cooperative program. Five scaled degrees to rate the involvement of administrative personnel have been provided. They are "A great deal", "Considerably", "Some", "Very little", and "No involvement". Procedures for scaling responses are provided in General Information. In this question, you should probe to ascertain what ways, if any, administrative or supervisory personnel are involved in formulating plans or programs for the occupational education of deaf students.

Question D7. This question seeks information regarding the involvement of administrative personnel in the selection of deaf students to attend the BOCES program. The emphasis in scaling responses is on the involvement of administrative/supervisory personnel in the selection of students to attend the BOCES Center.

Question D8. This question explores the involvement of administrative personnel in the placement of deaf students in available courses of study at the BOCES Center. Keep the emphasis on the placement of students in available courses of study, determining to what extent administrative personnel "rule out" or "discourage" certain courses of study.

Question D9. This question explores the extent to which administrative personnel at the BOCES Center encourage instructors to adapt their curricula to accommodate deaf students. If the response is "yes", ask question D9a. If the response is "no", ask question D9b.

Question D9a. This question attempts to explore how administrative personnel encourage instructors to modify or to adapt their curricula to accommodate deaf students. Interviewers should explore to what extent they allow instructors to make their curricula changes.

Question D9b. This question asks the feelings of instructors about the lack of administrative encouragement.

Question D10. This question attempts to ascertain the extent to which administrative/supervisory personnel are involved in curricular changes. Interviewers may need to probe their involvement in such activities as encouraging/promoting new courses of study, providing needed equipment, or promoting curricular adaptations for deaf students. Such aspects as leadership, receptivity to new ideas, promotion are crucial considerations in scaling responses.

Question D11. This question deals with the extent to which administrative/supervisory personnel are involved in the development/extension of career education activities. Interviewers should probe for aspects of leadership in the form of in-service courses, curricular materials, and committee formulation, as well as the nature of their own participation in formulating plans, hiring personnel, or considering budgetary items.

Question 12. This question explores the methods that are used by instructors to communicate with pupil personnel staff about the needs of deaf students and other areas. This question seeks to assess the nature of their involvement in five crucial areas of program development and maintenance. Interviewers should use probing, direct questions and seeking examples to the extent to which pupil personnel staff are involved in the communication process of program evolvement. It is equally important to identify the lack of communication or the respondent's lack of awareness of the importance of such communication. It is quite possible that communication between or within schools may not be taking place. You should try to describe the extent, lack of or nature of, any communication as accurately as possible.

Question 12a-12e. This group of questions is the same as those posed in Question D13 except that they are directed to explore the communication between instructors and pupil personnel staff. Interviewers can pursue the same types of leads in seeking information on various items covered. This group of questions seeks information concerning the communication between instructors and pupil personnel staff within their own school and the pupil personnel staff in the other cooperating school. Record responses in the appropriate spaces under each question being sure to record the lack of communication as well as the extent or nature of any communication that is taking place.

Question D13. This question explores the methods that are used by instructional personnel to communicate with their administrators about the needs of deaf students and other areas. Administrative personnel often promote programs but fail to communicate with staff on their development or promotion. This question seeks to assess the nature of their involvement in five crucial areas of program development and maintenance. Interviewers should use probing, direct questions and seeking examples leads to assess the extent to which administrative/supervisory personnel are actually involved in the communication process of the program evolvement.

Question D13a. This question focuses on how instructional personnel communicate with administrative/supervisory personnel about the needs of deaf students. It is important to keep in mind that you are exploring the methods or techniques that are used to communicate the needs of deaf students. In doing this, you may identify student needs that have not been enumerated in other previous questions.

Question D13b. This question focuses on the methods that are used by instructional personnel to communicate with administrative/supervisory personnel about programs for deaf students. It is important to keep in mind that you are seeking information concerning the methods or techniques that are used by instructors to communicate with administrative personnel about programs for deaf students.

Question D13c. This question explores how instructional personnel communicate with administrative/supervisory personnel about the progress of deaf students. Such techniques as scheduled or informal meetings, conferences, or classroom visitations suggest some methods you may wish to explore. Be alert to the mention or description of any materials which they may use (e.g. report cards or forms) and obtain copies of these forms to supplement your written responses.

Question D13d. This question explores how instructional personnel communicate with administrative/supervisory personnel about special problems with parents of deaf students. Seeking examples leads can be used effectively in gathering illustrative examples of the ways administrators communicate with pupil personnel on the special problems/needs of parents of the deaf.

Question D13e. This question focuses on the methods that are used by instructional personnel to communicate with administrative personnel about school routine such as attendance, tardiness, schedule changes, and safety of deaf students.

Question D14a. This question attempts to explore the experience of instructors in teaching deaf students. The question seeks to identify the areas of learning deficiencies in the deaf students in their classes. Be sure to record the types of learning deficiencies that the instructor mentions.

Question D14b. This question explores the ways or techniques the instructor uses to handle the deficiency or deficiencies. If there are more than one deficiencies, the interviewer should record the methods used to handle each deficiency clearly.

Question D14b(1). This question seeks information concerning the involvement of different personnel in addition to the teacher in helping to solve the deficiency in deaf students. The interviewer should identify the job titles of personnel who are involved.

Question 14b(2). This question explores the methods used in translating the information about the learning deficiency(ies) of deaf students between the two cooperating schools. The channel of communication and techniques used as well as personnel involved should be explored.

Question 14b(3). This question tries to obtain information about the cooperative effort to solve the deficiencies in deaf students. The interviewer should list the things or expectations that the teacher asks the other cooperative school to do.

Question D14c. This question seeks information regarding other kinds of help with deaf student learning that the teacher has experienced other than the areas explored in D14a and D14b.

Question D14d. This question attempts to obtain information about the personal involvement of the teacher in communicating with teachers at the other cooperating school about a deaf student who is experiencing a learning difficulty. If the response is YES, the interviewer should ask sub-questions (1) and (2). If the answer is NO, the interviewer should skip sub-questions (1) and (2), and go to sub-question (3).

Question D14d(1). This question explores the techniques or methods used by the teacher to communicate with the teachers in the other cooperating school. Use the interview guidelines provided in the section of the Interview Protocol entitled GENERAL INFORMATION to probe, question, and/or seek examples.

Question D14d(2). This question asks the frequency of communication between the teachers of the two cooperating schools. Be specific in recording the responses, for example, once a week, once a month, or when a problem arises, etc.

Question D14d(3). This question asks the reasons why the teacher has not communicated with teachers of the other cooperating school about the learning deficiencies of deaf students.

Question D14e. This question tries to identify any other problems that the teacher may have experienced in teaching deaf students. Record any problems that the teacher mentions and the methods or procedures that he/she uses to handle the problems. Be sure to record properly the procedures or techniques for each problem.

Question D14f. This question explores the methods that the teacher uses to help deaf students communicate with hearing students. Technique such as using an interpreter by the teacher is one example. It might be possible that some teacher perhaps never helps deaf students to communicate with hearing students. If this is the case, explore the reasons why he/she never does.

E3

INTERVIEW SCHEDULE

FOR

THE NATURE AND EXTENT OF COMMUNICATION AND INSTRUCTIONAL ARTICULATION BETWEEN THE COOPERATING INSTITUTIONS

Instructor Form

(Objective #5)

Interviewee:__________________________ Sex: Male __ Female __

School:______________________________ Location:__________________________

Course taught:________________________ Date:______________________________

No. of Semesters teaching deaf students (Including this semester) _________

No. of deaf students taught (Including this semester) _________

Interviewer:__________________________

BEGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I am interested in obtaining information concerning how students are informed about and how they are selected to attend the BOCES programs, and how you and other teaching staff communicate with instructors of the other cooperating institution about student progress or problems. I am also interested in exploring how you are involved with others in articulating programs and student needs. We want to know to what extent you and others are involved in these activities and what role or responsibilities have been delegated to you. The questions will be sequenced in four stages: (A) Pre-Selection Stage, (B) Selection Stage, (C) Orientation Stage, and (D) Instructional Articulation. Do you have any questions about our meeting before we begin?"

After any questions or further explanations have been dealt with, proceed with (A) Pre-Selection Stage and then Question 1.

A. PRE-SELECTION STAGE

"We can start with the Pre-Selection Stage. We have defined this stage as any educational point before deaf students or their parents have had a chance to become familiar with the programs offered by the BOCES Occupational Education Centers. Even though they may have heard about the BOCES program or some part of it, we assume that most parents and students had only incidental exposure to the programs and activities offered by the Occupational Education Center at BOCES.

1. "What information do deaf students need to become familiar with the educational opportunities at the BOCES?"

2. "What techniques are used to provide this information to deaf students?"

3. "What information do parents of deaf students need to become familiar with the educational opportunities for their children at the BOCES?"

4. "What techniques are used to provide this information to parents?"

5. "What attitudes toward the BOCES program have been communicated to you by deaf students?"

6. "What attitudes toward the BOCES program have been communicated to you by the parents of deaf students?"

B. SELECTION STAGE

"This next series of questions will refer to the Selection Stage--that point in the education of deaf students when they have an opportunity to elect to attend the BOCES Occupational Education Center. This selection usually occurs for most deaf students in the spring or early summer prior to the fall when students begin their studies in the BOCES Center."

1. "What procedures are used in helping deaf students . . .

   a. make the choice to go to the BOCES Center?"

   b. choose the course of study they will pursue at the BOCES Center?"

2. "What procedures are used to involve parents of deaf students in their child's . . .

   a. choice to go to the BOCES Center?"

   b. selection of the course of study at the BOCES Center?"

3. "What school personnel are involved in the choice process?"

C. ORIENTATION STAGE

"In the following questions I'll be asking you about how deaf students are oriented to the BOCES program and the BOCES environment. In this stage, which we call the Orientation Stage, we assume that the deaf students have elected to attend the BOCES Occupational Education Center and that they have selected the particular program they will pursue. Thus, we are concerned in this stage with the factors and techniques of making deaf students ready for participation in their chosen program."

1. "What information about the BOCES Occupational Education Center is provided to deaf students?"

___ a. Information about the program (such as length of time, credits)

___ b. Information about the environment

___ c. Information about the bus schedule

___ d. Information about the availability of interpreter (or other support services)

___ e. Information about future job opportunities

___ f. Information about prerequisite courses in high school for entering the BOCES programs

___ g. Information about the grading system at BOCES

___ h. Others (specify)

2. "What techniques are used to provide this information to deaf students?"

__ a. Visits to the BOCES Center

__ b. Written information (such as brochures, pamphlets)

__ c. Audio-visual presentations portraying BOCES Center activities/procedures

__ d. Classroom lectures or discussions

__ e. Special informational meetings

__ f. Others (specify)

3. "What techniques are used to orient parents of deaf students to the activities/procedures at the BOCES Center?"

__ a. Visits to the BOCES Center

__ b. Written information (such as brochures, pamphlets)

__ c. Audio-visual presentations portraying BOCES Center activities/procedures

__ d. Classroom lectures or discussions

__ e. Special informational meetings

__ f. Others (specify)

D. ARTICULATION

"In this last set of questions, we will be talking about institutional articulation. We associate this stage with that period of time when the students are actually attending the BOCES Occupational Education Center as well as their own School for the Deaf. We are interested in the techniques and methods for communicating about student needs and progress between members of the two staffs. In responding to these questions, you should think primarily about how members of the two participating schools have been able to work together. Let's start with areas in which the teachers of both institutions may feel a need to work together."

1. "How do you communicate with teachers at ______________ (refer to the appropriate cooperating school) about . . .

   a. student needs?"

   b. curricular programs?"

   c. student progress?"

   d. special problems with parents?"

   e. school routine?"

2. "What problems are involved in communication with teachers at ______________ (refer to the appropriate cooperating school) about . . .

   a. student needs?"

b. curricular programs?"

c. student progress?"

d. special problems with parents?"

e. school routine?"

3. "In operating a cooperative program of this nature, the coordination of the different activities is an important element. Let's talk about some of these areas. Who coordinates . . .

   a. the planning of programs?"

      At BOCES   At School for the Deaf

   b. the scheduling?"

      At BOCES   At School for the Deaf

   c. the busing of students?"

      At BOCES   At School for the Deaf

d. special problems (e.g. student events, field trips)?"

At BOCES	At School for the Deaf

e. other activities?"

At BOCES	At School for the Deaf

4. "What techniques are used to coordinate . . .

a. the planning of programs?"

b. the scheduling?"

c. the busing of students?"

d. special problems (e.g. student events, field trips)?"

e. other activities?"

5. "Has the administration of your school developed any extended plans for deaf students to attend the BOCES programs?"

   YES __ NO __

   a. "Is the plan long range?"

      YES __ NO __

   b. "Is the plan systematic?"

      YES __ NO __

6. "How involved are the administrative personnel of your school in formulating plans or programs for the occupational education of deaf students?"

   ☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

7. "How involved are the administrative personnel of your school in the selection of deaf students to attend the BOCES program?"

   ☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

8. "How involved are the administrative personnel of your school in the placement of deaf students in courses of study at the BOCES Center?"

   ☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

9. "Do the administrative personnel at the BOCES Center encourage instructors to adapt their curricula to accommodate deaf students?"

   YES __ NO __

   If the answer is YES, then ask:

   a. "How do they encourage instructors to adapt their curricular changes?"

   If the answer is NO, then ask:

   b. "How do instructors feel about the lack of administrative encouragement?"

10. "How involved are the administrative personnel of your school in identifying curricular changes that seem to be needed?"

☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

11. "To what extent have the administrative personnel of your school been involved in supporting career education activities for deaf students?"

☐ A great deal ☐ Considerably ☐ Some ☐ Very little ☐ No involvement

"Now we would like to talk about how you and the pupil personnel staff (P.P.S.) of your own school communicate and how you communicate with the pupil personnel workers at ___________ (refer to the name of the cooperating school). Pupil personnel staff include guidance counselors, psychologists, social workers, audiologists, nurses, tutors, interpreters or others who help students. We would like you to focus on your communication with those who have most contacts with deaf students."

12. "How do you communicate with pupil personnel of your own school and with those of _________ (refer to the name of the cooperating school) about . . .

a. the needs of deaf students?"

With your own P.P.S.	With the P.P.S. in the other school

b. programs for deaf students?"

With your own P.P.S.	With the P.P.S. in the other school

c. the progress of deaf students?"

With your own P.P.S.	With the P.P.S. in the other school

d. special problems with parents of deaf students?"

With your own P.P.S.	With the P.P.S. in the other school

e. school routine?"

With your own P.P.S.	With the P.P.S. in the other school

"We would also like to know about the communication between you and the administrative personnel of your own school and between you and the administrative personnel of ____________ (refer to the name of the cooperating school). Administrative personnel would include those supervisors who work with you concerning the topics we shall be talking about."

13. "How do you communicate with administrative personnel of your own school and with those of ________________ (refer to the name of the cooperating school) about . . .

a. the needs of deaf students?"

With your own administrators	With the administrators in the other school

b. programs for deaf students?"

With your own administrators	With the administrators in the other school

c. the progress of deaf students?"

With your own administrators	With the administrators in the other school

d. special problems with parents of deaf students?"

With your own administrators	With the administrators in the other school

e. school routine?"

With your own administrators	With the administrators in the other school

14. "In the cooperative program between the Occupational Education Center and the School for the Deaf, teachers in both institutions often obtain information or make observations of student behavior which can be helpful in understanding students or in meeting student needs."

a. "Have you experienced any learning deficiencies in the deaf students in your classes?"

YES __ NO __

If the response is YES, then ask:

"What type(s) of learning deficiencies have you experienced?"

b. "How have you handled this (these) deficiency(ies)?"

(1) "Who in addition to the teacher is involved?"

(2) "How is this information translated between the two schools?"

(3) "What do you expect the ___________ (sending or receiving) school to do?"

c. "What other help with deaf student learning have you experienced other than the areas explored in (a) and (b)?"

d. "Have you personally communicated with teachers at ___________ (refer to the other cooperating school) about a student who is experiencing a learning difficulty?"

YES __ NO __

If the response is YES, then ask:

(1) "How have you communicated with the teachers in the other cooperating school?"

(2) "How often have you communicated with the teachers in the other cooperating school?"

If the response to (d) is NO, ask:

(3) "Can you explain why you haven't communicated with teachers at ______________ (refer to the other cooperating school)?"

e. "What other problems have you experienced in teaching deaf students?"

Problems How Handled

f. "How do you help deaf students communicate with hearing students?"

E4
1977-78

SELECTION, ORIENTATION
AND
ARTICULATION CASE STUDY GUIDE

Objective #5

1977-78

GOALS OF THE CASE STUDY

From extended discussions with selected individuals in each of the four research sites, case studies will be developed to meet the following goals:

1. To describe the various practices used in the selection, orientation, articulation process including the content of such activities/programs, their nature and duration.
2. To delineate and describe the procedures followed in involving students in the selection of a program (BOCES or otherwise), in providing orientation activities for students who have made the decision to attend BOCES, and in articulating the student's program between the home school and the BOCES Center.
3. To describe the activities (practices) which were provided for the student and his/her parents and which delineates in some detail the procedures which were followed in counseling/conferencing the student and his/her parents as they were involved in (a) the decision to participate in the BOCES program, (b) the choice of a specific course of study and (c) pursuing the program including their progress, problems and achievements.

Case Study Guide

A. Selection

1. Information

Key Experts

When did __________ get interested in the BOCES program?

How was __________ informed about the BOCES program?

What tests were given to help __________ decide about BOCES?

What information did (name of test) provide to help __________?

How was the test information used to help __________?

Did __________ receive any individual counseling? Who counseled __________?

What was discussed in the counseling session?

Student

When did you get interested in the BOCES program?

How did you learn about the BOCES program?

What programs were you interested in taking?

Parent

When did you find out __________ was interested in the BOCES program?

How did you get information about the BOCES program?

Other

2. Decision-making

Key Experts

Who talked with __________ about attending BOCES?

What factors were considered in discussing _______________'s potential for the BOCES program?

What criteria were used in evaluating ____________'s possible placement in BOCES?

When did (the VPC) consider _____________'s possible placement in BOCES?

How did the committee evaluate the different factors in __________'s possible placement?

What were the factors in favor of ____________'s attending BOCES?

What were the factors negating against ___________'s attending BOCES?

Were there any conflicts between (the VPC, school personnel) and the ________________'s preferences?

Were there any conflicts between (the VPC, school personnel) and parent preferences?

Student

How did you decide to attend BOCES?

How did you pick your BOCES course of study?

Who helped you decide to go to BOCES?

Did you feel your (parents, school counselor, teacher, principal) wanted you to go to BOCES?

Parent

Were you involved in _________'s decision to attend BOCES?

Did school personnel contact you to discuss ________'s possible attendance at BOCES?

Other

B. Orientation

1. Help provided

Key Experts

What information was provided to help __________ "learn the ropes" at BOCES?

How did you (or others) help ____________ find his/her way around BOCES?

Student

How did you learn your way around BOCES?

Did the (brochure, bulletins, pamphlets) help you find your way around BOCES?

Who helped you when you got to BOCES? How did they help you?

Parent

Have you ever visited BOCES?

Other

2. Help needed

Key Experts

Did __________ ever seek your help after he/she entered BOCES?

Student

What did you want to know about BOCES when you first started your course? (or before you started your course?)

Parent

What did you want to know about BOCES (or about __________'s course of study) that wasn't provided?

What kind of help did _________ need when he/she started BOCES?

Other

C. Articulation

1. Communication

Key Experts

What (difficulties, deficits, problems) has __________ encountered here at BOCES?

How have these (difficulties, deficits, problems) been handled?

Student

Did you need any extra help with your work here at BOCES?

How was this help provided?

Are you satisfied with your progress here at BOCES?

Parent

Has _________ had any problems with his/her work at BOCES?

Have you ever been contacted about _________'s work at BOCES?

Other

2. Evaluating and reporting progress

Key Experts

How is ________'s progress reported.

What do you think of ______'s educational (progress, growth, record) here at BOCES?

What are _______'s strengths? Weaknesses?

Student

How do you feel about your progress here at BOCES?

What are your strengths (strong points)? Weaknesses (weak points)?

Parent

How do you find out about ________'s progress at BOCES?

Other

E4
1978-79

Objective 5

Case Study Guidelines

1978-79

The purposes of the continuation of the selection case studies are to document the continuity of students' experiences at BOCES, to gather further data regarding articulation between BOCES and the schools for the deaf in regard to these students, to gather all new information regarding the progress and growth of the student, and to fill in any gaps that exist in the case studies -- especially in the areas of instruction and socialization.

Much information was gathered for each of these students in the 1977-78 school year. You should be familiar with the existing development of the case so that you will be able to question and probe in areas that are appropriate to the full development of the case, including new information and its relationship to the student's maturation. The questions contained herein are guidelines that serve as suggestions for the development of the case study interviews. You should be sure to cover all the areas represented by the questions.

In each case study, a number of questions or areas of student development have been identified (at the conclusion of each case write-up). You should be familiar with these questions or suggested areas of information to be obtained and prepare, in advance, to pursue them.

One person will be in charge of each case study although he/she will not necessarily be doing all the interviewing for his/her case study. When interviewing for (or becoming aware of information pertinent to) the case study for which you are not the primary person, be sure to write up your notes immediately and give them to the person in charge so that further interviewing can make use of information you received.

Parents of case study students will be contacted in the Fall if it appears they would have information that would help in the development or understanding of the case. In situations where it is obvious the parents should have been contacted by the school, but were not, be sure to flag these cases for discussion the next week the research team is in Rochester. Decisions will be made at this time as to future contacts with the parents. Except for cases where the parents have been contacted by the school or where a definite decision is made to contact the parents in the Fall, parent contacts will be scheduled for the Spring.

In gathering data for the case study, it is essential to keep in mind that you may be dealing with a variety of different perceptions. Your information may be conflicting or contradictory. You must report what your informants tell you as directly and as accurately as you can.

Articulation

A. Instructional Experiences

1. Key Experts at BOCES

   a. To what extent is _________ able to participate in and profit from ordinary instructional learning experiences -- lecture, group discussion, group and individual demonstration, hands-on activities, field trips, etc.? (Probe for use of peer pairing or any special instructional techniques, communication strengths and weaknesses, level or degree of participation, etc.)

   b. How do you communicate with _________? (Specifics!)
   How does _______ communicate with you? (Specifics!)
   Effectiveness?

   c. What (difficulties, deficits, problems) has _______ encountered here at BOCES? (Specifics!) Where student progress has been normal, note accomplishments or any features that distinguish the student's growth and progress.

   d. How have these (difficulties, deficits, problems) been handled? (Specifics!) Have any special resources been used -- interpreter, teacher, aide?

   e. Were these predictable from last year's work here?

f. Have any contacts been made with the (coordinator, school for the deaf) regarding these?
By whom? To whom? When and how often?
What follow-up has been done?
What was the result of the follow-up?

g. Have ________'s parents been contacted by the school for any reason or in other ways involved in the planning or progress of the student's work at BOCES or the school for the deaf?

h. What is ________'s reaction to instruction, classroom experiences, and the job area being studied (course of study)? (Specifics!)

2. Key Experts at the School for the Deaf

a. What type of student is ________ here at the school for the deaf? Track, general perceptions of his progress at the school for the deaf, subject strengths, weaknesses.

b. What are his/her specific strengths? Weaknesses?

c. Would these (or any other difficulties, deficits, problems) affect his/her progress at BOCES?

d. What has been done to minimize the effect of these at BOCES?

e. Is the (coordinator, teacher, interpreter) at BOCES aware of these problems?
Who made this contact? When? Who was involved? Have there been further contacts? What was the outcome of the contact?

f. How is ________ doing now at BOCES?

g. Have ________'s parents been contacted regarding these problems?

3. Student

a. Do you have problems with your work at BOCES? What kind of problems?

b. Do you need extra help with your work? What kind of help? (Specifics!)

c. Who can best help you with your problems? With extra help? Has this person ever helped you with this? Why or why not? Have others helped you?

d. Is there anyone at the school for the deaf who could help you with this? Does this person know about the problems you're having at BOCES?

e. Are you satisfied with your progress here at BOCES? Probe for specific satisfactions, dissatisfactions or other student reactions to his/her progress at BOCES.

4. Parent (see Introduction)

   a. Did (or does) ________ have any problem with his/her work at BOCES?

   b. Were you contacted about ________'s work at BOCES? When?
   By whom? How? (about what specifically?)
   What was done? (Specifics!)

   c. What more could have been done to help ________ at BOCES?

B. Evaluating and Reporting Progress

1. Key Experts at BOCES

   a. How is ________ progressing in his/her program?
   In relation to objectives?
   Compared to hearing?
   Compared to other deaf in the same program?

   b. Reasons for progress or lack of it?
   Relative to nature of course
   Relative to teacher
   Relative to ________'s own ability, background, attitudes, and personality

   c. What modifications (if any) of standards or expectations have been made to accommodate ________'s particular situation?

   d. How does ________ do in the hands-on work in class? What are his/her strengths? Weaknesses?

   e. How does ________ do in the theory work in class? Is he/she able to learn and use the (vocabulary, technical terms)?

   f. Will this affect his/her future employability? In what way?

   g. What were ________'s test scores in the theory portion of class? (Probe for general as well as specific grades on ________'s performance in theory.)

   h. In ________'s case, what factors are considered in arriving at the grade reported? Any factors given special consideration? What factors? Why?

   i. How is _______'s progress reported? (e.g. report card, conference among the staff, with students, with parents, etc.) To whom? (school for the deaf? student? parents?) How often, formally and informally. Have you ever felt it was necessary (or helpful) to contact his/her parents? Have you? Why? Why not?

   j. What can or should be done to help ________ overcome his/her (problems, deficits)? (Specifics!) Are resources available to do this? How much help would it be?

2. Key Experts at the School for the Deaf

   a. Do you know how well ________ is doing at BOCES?

   b. What are his/her strengths? Weaknesses?

   c. Do you think he/she will be employable in this area at the end of the year? Why? Why not? (Since school for deaf personnel may not have this information, you may need to pursue this on a more general level of discussion.)

   d. What can be done that will affect ________'s progress at BOCES and his/her future employability? Are resources available to do this? How much help would it be?

3. Student

   a. How do you feel about your progress here at BOCES?

   b. What are your strengths (strong points)? Weaknesses (weak points)? Probe for specificity! If student cannot identify any strong or weak points, make a note of this and try to explain student's lack of self understanding.

   c. Who can give you the help you need? What would they do?

4. Parents (see Introduction)

   a. How do you find out about ________'s progress at BOCES?

   b. What help is this information? How do you use it? (If progress reports have indicated a need for parent involvement, probe for specific instances or probe lack of parental follow-up.)

   c. What other information would you like to know?

   d. Whom have you talked to (at BOCES and School for the Deaf) regarding ________'s progress at BOCES this year? (What did you learn? How did you feel about your talk with __________?)

I. Socialization

1. Key Experts at BOCES

   a. How does ________ get along with other deaf students in your class? With hearing peers?

   b. What social problems, if any, have you observed? What social strengths, if any have you observed. (Probe for how these seem to effect ________'s participation in class and his/her class interactions.)

2. Key Experts at School for the Deaf

   a. How does ________ get alone with others in your class?

   b. Is ________ active in school activities and affairs?

   c. How does ________ get along in the dorm? [friendship patterns, study habits (alone, with others), general social behavior]

   d. How would you describe ________'s overall social behavior in school? (participation, interaction, acceptance by others, etc.)

3. Student

   a. Do you have many friends at BOCES? at the School for the Deaf?

   b. Are you comfortable being with hearing students? (Probe for likes, dislikes, feelings about communicating with hearing including fears or anxieties.)

   c. Do you feel that being in class with hearing students has helped you? Probe for specific reactions or feelings that relate to social development.

   d. Do you participate in activities at BOCES (other than class)?

   e. What activities do you participate in at the school for the deaf? (like, dislike)

   f. Do you think your classes at BOCES will help you get along in a job after you finish school? Why? Why not? How?

4. Parents

   a. Does ________ have many friends at BOCES? At the School for the Deaf?

   b. Do you think that being in the BOCES program has helped ________ socially? Probe for specific behaviors. Probe for specific attitudes? Be sure to differentiate between attitudes, feelings, and behaviors.

   c. Does ________ (go out, visit, play, work) with hearing people? (Probe for specifics on social (or work) contacts with hearing people.)

   d. Do hearing friends visit ________ at home? (Probe for nature of visits, frequency, etc.)

PARENTS

E4
1978-79

Objective 5 — Case Study

A) 4. Parent (see Introduction)

a. Did (or does) ________ have any problem with his/her work at BOCES?

b. Were you contacted about ________'s work at BOCES? When?
By whom? How? (about what specifically?)
What was done? (Specifics!)

c. What more could have been done to help ________ at BOCES?

B) 4. Parents (see Introduction)

a. How do you find out about ________'s progress at BOCES?

b. What help is this information? How do you use it? (If progress reports have indicated a need for parent involvement, probe for specific instances or probe lack of parental follow-up.)

RENTS : (Objective 5) Page 2

3-4. c. What other information would you like to know?

d. Whom have you talked to (at BOCES and School for the Deaf) regarding ________'s progress at BOCES this year? (What did you learn? How did you feel about your talk with __________?)

4. Parents

a. Does ________ have many friends at BOCES? At the School for the Deaf?

b. Do you think that being in the BOCES program has helped ________ socially? Probe for specific behaviors. Probe for specific attitudes? Be sure to differentiate between attitudes, feelings, and behaviors.

c. Does ________ (go out, visit, play, work) with hearing people? (Probe for specifics on social (or work) contacts with hearing people.)

d. Do hearing friends visit ________ at home? (Probe for nature of visits, frequency, etc.)

E5
Fall 78

Interview Protocol
for
Teachers at BOCES and the Schools for the Deaf
Regarding the Deaf Students' IEPs

(Objectives 4 & 5)

Fall 1978

Question 1

This question seeks to determine the interviewee's knowledge of the names and/or titles of the personnel involved in formulating the deaf students' IEPs at the school for the deaf. If the interviewee expresses uncertainty, ask him/her to guess at who might have been involved and note the response with an asterisk on the schedule.

Question 2

This question seeks to determine from the school for the deaf instructors the kinds of information contained in the deaf students' IEPs, i.e., whether there were statements on: (1) long-term, short-term, behavioral, instructional, general goals and/or objectives; (2) students' present levels of educational performance; (3) specific educational services to be provided; (4) dates for initiation and anticipated duration of such services; (5) objective criteria and evaluation procedures and schedules for determining the achievement of the instructional objectives. The interviewee may or may not include any and all of the kinds of information listed above, but may have different perceptions about the information contained in the deaf students' IEPs.

Question 3

This series of questions seeks to determine the school for the deaf instructors' perception of the specificity of the deaf students IEPs, at first, in general terms -- whether they are individualized to student needs or based on classroom instructional objectives.

Question 3a. This question seeks to determine the kind of information contained in the deaf students' IEPs concerned with his/her academic/vocational needs in general terms. Following this question are two specific areas of concern about the deaf students' academic/vocational needs in relation to the coursework or academic/vocational subject area that the interviewer should try to elicit information on from the school for the deaf instructions, i.e.:

Question 3a(1) seeks to determine whether the IEP contains specific information regarding the deaf students' conceptual needs (e.g. vocabulary, definitions and concepts) related to the coursework or academic/vocational subject area.

Question 3a(2) seeks to determine whether the IEP contains specific information regarding the deaf students' performance needs (e.g. ability to perform academic/vocational tasks) in relation to the coursework or academic/vocational subject area.

When the interviewee indicates a "yes" response to both questions 3a(1) and 3a(2), the interviewer should probe for examples on the conceptual and performance needs as stated in the IEPs of the deaf students'.

Question 3a(3). This question seeks to determine whether the school for the deaf instructors perceive that the deaf students' conceptual and performance needs are stressed equally on the IEPs. The interviewee may indicate a negative response which the interviewer should follow up on with a question regarding which aspect (conceptual or perceptual needs) is emphasized and ascertain the possible reasons for the emphasis.

Question 3b. This question seeks to determine the school for the deaf instructor's perception of the kind of information the IEP may contain about the deaf students' social/personal needs. The interviewee may indicate that the IEP contains objectives about student relationships with peers, teachers, employers and school or work habits, attendance and/or attitudes.

Question 3c. This question seeks to determine the school for the deaf instructor's perception of the kind of information the IEP may contain about the deaf student's career needs. The interviewee may mention career awareness, education, on-the-job training, readiness for employment.

Question 4

This series of questions deal with the school for the deaf instructors' perception of the IEP and the IEP process. The first question seeks to determine how realistic and/or effective the school for the deaf teachers perceive the deaf students IEPs to be for educational planning.

Question 4a. This question seeks to determine how the instructors would propose to improve the IEPs to make them more effective in general terms.

Question 4b. This question seeks to determine whether instructors think the IEP should contain more specific information about the academic/vocational (conceptual and performance), social/personal and/or career needs of the deaf students. The interviewer should ask the interviewee what kinds of extra information is needed, if the interviewee indicates yes. The interviewer should ascertain from the interviewee if he/she indicates no, why no more specific information should be contained in the IEPs.

Question 5

This series of questions deal with the school for the deaf instructors' perception of their BOCES counterparts' roles in the IEP process. The main question seeks to determine whether SD teachers know if their BOCES counterparts have seen and/or used the IEPs of the deaf students, as written by school for the deaf personnel, to plan for the students' needs. The interviewer should ascertain the reason or reasons for the SD teachers' affirmative or negative response to this question.

Question 5a. This question seeks to determine whether BOCES instructors assisted in the formulation of the deaf students' IEPs as perceived by the SD instructors. If the interviewee indicates "yes", the interviewer should ascertain how the BOCES or the school for the deaf invited instructors become involved in the process -- whether they volunteered, BOCES mandated them to assist in the IEP formulation.

Question 5b. This question seeks to determine whether BOCES instructors suggested additions and/or modifications in the deaf students IEPs as perceived by the SD instructors. If the interviewee indicates yes to this question, the interviewer should ask the SD instructor what kinds of revisions or additions were suggested by his/her BOCES counterparts.

Question 6

At the end of each interview, the interviewer should note whether or not the BOCES instructor consulted the IEP (from his/her file) during the interview. Indicate by stars where the interviewee relied on the IEP to respond to any of the questions appearing on the interview schedule.

E5 Fall 1978

INTERVIEW SCHEDULE

School for the Deaf Instructor Form

(Objectives #4 and #5)

Name of teacher ______________________ Sex: Male ____ Female ____

Name of interviewer ______________________ Date ____________

School ______________________ Course taught ______________

Number of semesters teaching deaf students (including this semester) ____________

Number of deaf students taught (including this semester) ______________________

BEGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the articulation process concerning the IEPs of the deaf students participating in the BOCES Occupational/Mainstream Education program. I'd like to explore your knowledge and reaction to the various aspects of the IEP and the IEP formulation process for the educational planning of the deaf students. Do you have any questions about our meeting before you begin?"

After any questions or further explanation have been dealt with, proceed with Question 1.

1978-1979

Objectives #4 and #5

IEP Interview Schedule for School for the Deaf Instructor

. Who is involved in formulating the deaf student's IEPs?

. What kinds of information are contained in the deaf student's IEPs?

. How specific are the IEPs?

a) What kind of information does it contain about the student's academic/vocational needs?

(1) Does it contain specific information about the student's conceptual needs (e.g., vocabulary, definitions, concepts, etc.) in relation to the coursework or specific academic/vocational subject area?
(If yes, probe for examples.)

(2) Does it contain specific information about the student's performance needs (e.g., ability to perform academic/vocational tasks) in relation to the coursework or specific academic/vocational subject area?
(If yes, probe for examples.)

(3) To the best of your knowledge, are the deaf student's conceptual and performance needs stressed equally on the IEPs? If not, which aspect is emphasized? Why?

b) What kind of information does it contain about the student's social/personal needs?

c) What kind of information does it contain about the student's career needs?

Objectives #4 and #5

IEP Interview Schedule for School for the Deaf Instructor (continued)

In your opinion, how realistic and/or effective is the IEP in educational planning for the student?

a) How would you propose to improve the IEP to make it more effective?

b) Do you think the IEP should contain more specific information about the academic/vocational (conceptual and/or performance), social/personal and/or career needs of deaf students?
If yes, what kinds of information?

If no, why?

c) Once constructed, were these plans implemented and/or followed-through?
If no, why?

As far as you know, do the teachers at BOCES Centers see the IEPs and/or use them to plan for the student's needs? Why or why not?

a) Do the BOCES teachers help to formulate the student's IEP? If so, how did they become involved?

b) Do the BOCES teachers suggest additions or modifications in the deaf student's IEP developed by the home school personnel?
If so, what kinds of additions or revisions have they made?

* * * * * * * * * * * * * *

After the interview please check this question:

Teacher looked at IEP during interview? Yes _____ No _____

E5
Fall 197

Interview Protocol
for
Teachers at BOCES
Regarding the Deaf Students' IEPs

(Objectives 4 & 5)

Fall 1978

Introduction

According to the proposed Model of Articulation of Student Needs (IEP), personnel at the schools for the deaf formulate the IEPs which should contain academic/vocational, social/personal and career plans for the deaf students. Supposedly, these IEPs are then examined by BOCES personnel who can contribute to the IEPs. These revised or modified IEPs should then be returned to the school for the deaf for final consideration and changes. With this model in mind, the interviews with teachers from BOCES and the schools for the deaf are designed to provide insight into the actual processes employed in the formulation of deaf students' IEPs. Specifically, these interview questions will attempt to determine whether the practices employed at each location match the Articulation Model described above.

Thus, the purpose of the interview with the BOCES instructors is to determine whether they have seen IEPs for the deaf students in their classrooms. There are two sets of interview questions depending on the BOCES instructor's response to this first question. For the BOCES instructors who have indicated they have seen their deaf students' IEPs, questions 2-8 on the interview schedule investigate to what extent they are knowledgeable and/or aware of the different home school personnel involved in formulating the deaf students' IEPs as well as the general contents of the deaf students' IEPs. Subsequent questions probe the specificity of the IEPs with reference to three major areas of concern, that is, the students' academic/vocational, social/personal and career needs. Other questions investigate: (1) whether (concerning the students' academic/vocational needs) the IEP contains specific information about the students' conceptual needs (e.g. vocabulary, definitions, concepts, etc.) and performance needs (e.g. ability to perform) in relation to the coursework or academic vocational subject area, whether the conceptual and performance needs are equally stressed in the IEPs and if not which aspect is emphasized and why; (2) whether BOCES instructors assist in the formulation of the IEPs and how they become involved in the process; (3) whether the BOCES teachers made any suggestions, additions, or modifications to their deaf students' IEPs; (4) their reactions to the effectiveness of the IEPs in the educational planning for the deaf students; (5) whether the plans, as stated in the IEPs, were implemented and/or followed through; (6) whether they would have any suggestions to improve the IEPs to make them more effective, and (7) whether the IEPs should contain more specific information about the academic/vocational (conceptual and performance) social/personal and/or career needs of deaf students and if yes, what kinds of information.

If the BOCES instructors in the beginning of the interview indicate they did not see their deaf students' IEPs, the interviewer should pursue their reasons for not seeing the IEPs. Thus, for the BOCES instructors who have indicated they did not see their deaf students IEPs, questions 9-14 on the interview schedule investigate their knowledge of the IEP process and their preferences about IEP content. The interview questions investigate the BOCES teachers: (1) knowledge of how IEPs are forumulated and who participates in the IEP formulation; (2) perspectives: on the kinds of information to be contained in an IEP; (3) the specificity of IEPs in terms of individualized or classroom objectives; (4) on the kinds of specific information regarding deaf students conceptual needs (vocabulary, definition, concepts) in relation to their coursework and/or academic vocational subject area; (5) on the kinds of speicfic information regarding deaf students performance needs (ability to perform) in relation to their coursework and/or academic/vocational subject area; (6) on whether the deaf students' conceptual and performance needs should be equally emphasized in the IEPs; (7) on the kinds of information regarding the deaf students' social/personal needs to be included in the IEPs; (8) on the kinds of information regarding the deaf students' career needs to be included in the IEPs. Subsequent interview questions investigate whether BOCES instructors: (1) are aware of other BOCES instructors' involvement in the formulation of IEPs for their deaf students and how they became involved; (2) know if other BOCES teachers suggested additions or modifications in the IEPs developed by the deaf students' home school personnel, and the kinds of additions and revisions the other BOCES instructors may have suggested; whether the BOCES teacher being interviewed felt the IEPs formulated would be realistic and effective in educational planning for the deaf students.

At the end of each interview schedule for the BOCES instructors (after question 8), is a questions concerning whether or not the instructor consulted the IEP (from his/her file) during the interview. Differences in the responses of instructors who did or did not look at the IEPs may appear and are important in the final analysis of these data.

Question 1

This question seeks to determine whether BOCES teachers have seen the IEPs of the deaf students written by school for the deaf personnel. If the interviewee indicates "yes", the questions that follow, i.e., 2-8 on the interview schedule are applicable and should be asked. If the interviewee gives a negative response, ascertain the reasons he/she may have for not seeing the IEPs and proceed to the following questions (#9-14) appearing on the schedule.

Question 2

This question seeks to determine the interviewee's knowledge of the names and/or titles of the personnel involved in formulating the deaf students' IEPs at the school for the deaf. If the interviewee expresses uncertainty, ask him/her to guess at who might have been involved and note the response with an asterisk on the schedule.

Question 3

This question seeks to determine from the BOCES instructors in general terms the kinds of information contained in the deaf students' IEPs, i.e., whether there were statements on: (1) long-term, short-term, behavioral, instructional, general goals and/or objectives; (2) students' present levels of educational performance; (3) specific educational services to be provided; (4) dates for initiation and anticipated duration of such services; (5) objective criteria and evaluation procedures and schedules for determining the achievement of the instructional objectives. The interviewee may or may not include any and all of the kinds of information listed above, but may have different perceptions about the information contained in the deaf students' IEPs.

Question 4

This series of questions seeks to determine the BOCES instructors perception of the specificity of the deaf students' IEPs, at first, in general terms -- whether they are individualized to student needs or based on classroom instructional objectives.

Question 4a. This question seeks to determine the kind of information contained in the deaf students' IEPs concerned with his/her academic/vocational needs in general terms from the BOCES instructors. Following this question are two specific areas of concern about the deaf students' academic/vocational needs in relation to the coursework or academic/vocational subject area that the interviewer should try to elicit information on from the BOCES instructors, i.e.:

Question 4a(1) seeks to determine whether the IEP contains specific information regarding the deaf students' conceptual needs (e.g. vocabulary, definitions and concepts) related to the coursework or academic/vocational subject area.

Question 4a(2) seeks to determine whether the IEP contains specific information regarding the deaf students' performance needs (e.g. ability to perform academic/vocational tasks) in relation to the coursework or academic vocational subject area.

When the interviewee indicates a "yes" response to both questions 4a(1) and 4a(2), the interviewer should probe for examples on the conceptual and performance needs as stated in the IEPs of the deaf students'.

Question 4a(3). This question seeks to determine whether the BOCES instructors perceive that the deaf students' conceptual and performance needs are stressed equally on the IEPs. The interviewee may indicate a negative response which the interviewer should follow up on with a question regarding which aspect (conceptual or perceptual needs) is emphasized and ascertain the possible reasons for the emphasis.

Question 4b. This question seeks to determine the BOCES instructors perception of the kind of information the IEP may contain about the deaf students' social/personal needs. The interviewee may indicate that the IEP contains objectives about student relationships with peers, teachers, employers and school or work habits, attendance and/or attitudes.

Question 4c. This question seeks to determine the BOCES instructors perception of the kind of information the IEP may contain about the deaf students' career needs. The interviewee may mention career awareness, education, on-the-job training, readiness for employment.

Question 5

This question focuses on whether BOCES instructors assisted in the formulation of the IEPs or the extent of their involvement in the formulation of the deaf students' IEPs. If the interviewee indicates a negative response to the question, the interviewer should ascertain the reason or reasons for the BOCES instructor's noninvolvement. If the BOCES instructor indicates an affirmative response, ascertain as to how he/or she became involved in the process--whether it was voluntary or mandated by BOCES policy.

Question 6

This question seeks to determine whether the BOCES instructors provided input in the form of additions or modifications in the deaf students' IEPs which were formulated by the students' home school personnel. The interviewer should ascertain the reason or reasons that the BOCES instructors have for not suggesting additions or modifications. If the interviewee indicated an affirmative response, the interviewer should probe for the kinds of additions or revisions he/she made.

Question 7

This series of questions deal with the BOCES instructors perception of the IEP and the IEP process. The first question seeks to determine how realistic and/or effective the BOCES teachers perceive the deaf students IEPs to be for educational planning.

Question 7a. This question seeks to determine how the BOCES instructors would propose to improve the IEPs to make them more effective in general terms.

Question 7b. This question seeks to determine whether BOCES instructors think the IEP should contain more specific information about the academic/vocational (conceptual and performance), social/personal and/or career needs of the deaf students. The interviewer should ask the interviewee what kinds of extra information is needed, if the interviewee indicates yes. The interviewer should ascertain from the interviewee if he/she indicates no, why no more specific information should be contained in the IEPs.

Question 7c. This question seeks to determine the BOCES instructors perception of whether these plans in the deaf students' IEPs were implemented or followed through. The interviewer should ascertain the reasons, if the interviewee indicates no, for the IEPs not being implemented or followed through.

Question 8

At the end of each interview, the interviewer should note whether or not the BOCES instructor consulted the IEP (from his/her file) during the interview. Indicate by stars where the interviewee relied on the IEP to respond to any of the questions appearing on the interview schedule.

Question 9

This question seeks to determine the interviewee's knowledge of the IEP formulation process that is, how the IEPs are formulated and the kinds of personnel involved in the formulation process. The BOCES instructor may indicate only that the deaf students' home school is responsible. Probe the interviewee for the kinds of home school personnel responsible for the IEP formulation, even if he/she has to guess.

Question 10

This question seeks to determine the kinds of information the BOCES instructor thinks should be in an IEP, e.g., whether the stated objectives or plans should be short term, long term, or very general, etc.

Question 11

This series of questions seeks to determine the BOCES instructors perception of the specificity needed in the deaf students' IEP. The lead question is intended to discover whether IEPs should, in general, be individualized to student needs or based on classroom instructional objectives. Subsequent questions deal with several specific aspects of the deaf students' needs that might be included in the IEPs.

Question 11a(1). This question seeks to determine the BOCES instructor's perspective on specific information required in IEPs regarding the deaf students' conceptual needs in relation to his/her coursework or academic/vocational subject area. Explain that "conceptual" needs means the "theory" part of the coursework, that is, the vocabulary, definitions and concepts. Probe the interviewee for examples.

Question 11a(2). This question seeks to determine the BOCES instructor' preference for including or excluding specific information regarding the deaf students performance needs in the IEP (e.g. ability to perform course-related academic/vocational tasks). Probe the interviewee for examples.

Question 11a(3). This question seeks to determine the BOCES instructors' perspective on whether the deaf students conceptual and performance needs should be equally emphasized in the IEP. Follow up this question by asking the reasons for the BOCES instructors preference regarding relative emphasis on conceptual and performance needs.

Question 11b. This question seeks to determine the BOCES instructors' preferences regarding information in IEPs about the deaf students' social/personal needs. The interviewee may indicate that the IEP should contain objectives about student relationships with peers, teachers, employers and school or work habits, attandance and/or attitudes. Probe for examples of both personal and social, if necessary.

Question 11c. This question seeks to determine the BOCES instructors perspective on the kind of information regarding the deaf students career needs that should be contained in the IEP. The interviewee may mention career awareness, career education, on-the-job training, readiness for employment.

Question 12

This question seeks to determine whether the BOCES instructor being interviewed has knowledge of participation by other BOCES teachers in IEP formulation for the deaf students. If he/she indicates that no other BOCES teachers were involved in the IEP formulation, the interviewer should seek to ascertain the reasons for this lack of involvement. If the BOCES instructor indicates that his/her BOCES colleagues assisted in the IEP formulation, the interviewer should seek to ascertain the nature and extent of this involvement.

Question 13

This question seeks to determine from the BOCES instructor whether other BOCES teachers suggested additions or modifications of the IEPs developed by the deaf students' home school personnel. If the respondent gives a negative answer the interviewer should ascertain the reason for failure to make suggestions. If the interviewee responds "yes" to the question, inquire about the nature and extent of additions or modifications suggested by other BOCES insturctors.

Question 14

This question seeks to determine the BOCES instructor's perception of how realistic or effective the development of an IEP would be in planning instruction for the deaf students. Probe for specific examples of the manner in which IEPs can be used effectively.

Fall 1978 E5

INTERVIEW SCHEDULE

Occupational Education Instructor Form

(Objectives #4 and #5)

Name of teacher ______________________________ Sex: Male ____ Female ____

Name of interviewer ____________________________________ Date ____________

School ________________________________ Course taught ________________

Number of semesters teaching deaf students (including this semester) ______________

Number of deaf students taught (including this semester) ______________________

BEGIN THE INTERVIEW WITH:

> "I am (your name). I'm with the Occupational Education Project that is studying the articulation process concerning the IEPs of the deaf students participating in the BOCES Occupational/Mainstream Education program. I'd like to explore your knowledge and reaction to the various aspects of the IEP and the IEP formulation process for the educational planning of the deaf students. Do you have any questions about our meeting before you begin?"

After any questions or further explanation have been dealt with, proceed with Question 1.

1. Do teachers at the BOCES Centers see the IEPs that are written for deaf students by personnel at the schools for the deaf? If no, why not? (After the BOCES instructor has explained why she/he did not see the deaf student's IEPs, proceed to question 9-14).

(If the BOCES instructor indicated yes to the above question, the following questions should be asked.)

2. To the best of your knowledge, who was involved in formulating the deaf students' IEPs?

3. What kinds of information are contained in the deaf students' IEPs? (short-term or long-term behavioral or very general)

4. How specific are the IEPs? (individualized/classroom)

    a) What kind of information does it contain about the student's academic/vocational needs?

        (1) Does it contain specific information about the student's conceptual needs (in relation to the coursework or academic/vocational subject area (e.g., vocabulary, definitions, concepts, etc.)? (If yes, probe for examples.)

        (2) Does it contain specific information about the student's performance needs (in relation to the coursework or academic/vocational subject area (e.g., ability to perform academic/vocational tasks)? (If yes, probe for examples.)

        (3) To the best of your knowledge, are the deaf student's conceptual and performance needs stressed equally on the IEPs? If not, which aspect is emphasized? Why?

Objectives #4 and #5

Occupational Education Instructor Form (continued)

4. b) What kind of information does it contain about the student's social/personal needs?

   c) What kind of information does it contain about the student's career needs?

5. Do the BOCES teachers help to formulate the IEPs for deaf students?
   If no, why not?

   If yes, how do (or did) they become involved in this process?

6. Do BOCES teachers suggest additions or modifications in the IEP developed by the home school personnel?
   If no, why not?

   If yes, what kinds of additions or revisions do they make?

7. In your opinion, how realistic and/or effective was the IEP in educational planning for the deaf student?

   a) How would you propose to improve the IEP to make it more effective?

   b) Do you think the IEP should contain more specific information about the academic/vocational (conceptual and performance), social/personal, and/or career needs of deaf students?
   If yes, what kinds of information?

   If no, why?

   c) Once constructed, were these plans implemented or followed-through?
   If no, why?

Objectives #4 and #5

Occupational Education Instructor Form (continued)

* * * * * * * * * * * * *

After the interview please check this question:

8. Teacher looked at IEP during interview? Yes _____ No _____

9. Do you know how IEP's are formulated and who participated? If yes, who?

10. What kinds of information would you want to have in an IEP? (Short term or long term or very general)

Course outline?

11. How specific should an IEP be? (Individualized/classroom)

11 a(1) What specific information about the student's conceptual needs (e.g. vocab., definition, concepts) would you want to have included in relation to the coursework or academic/vocational subject area? Probe for examples.

11 a(2) What specific information about the student's performance needs (e.g. ability to perform academic/vocational tasks) in relation to the coursework or academic/vocational subject areas? Probe for examples/

11 a(3) Should performance and conceptual needs be equally stressed in the IEP? Why or why not?

1 b What kinds of information regarding the student's social/personal needs would you like to have included in the IEP?

1 c What kind of information should the IEP contain about the student's career needs?

2. Have other BOCES teachers helped formulate IEPs for their deaf students?

If no, why not?

If yes, how did they become involved in this process?

3. Have other BOCES teachers suggested additions or modifications in the IEP developed by the home school personnel?

If no, why not?

If yes, what kinds of additions or revisions did they make?

4. In your opinion, how realistic and/or effective would the formation of an IEP be in instructional planning for the deaf student?

E5
Spring79

INTERVIEW PROTOCOL
FOR
TEACHERS AT SCHOOLS FOR DEAF
REGARDING THE IEP

(Objectives 4 & 5)

Spring 1979

INTRODUCTION

Interviews were conducted in the fall of 1978 regarding the Individualized Educational Plans (IEPs) formulated by the schools for the deaf. It was found that each teacher wrote the portion of the IEP dealing with instruction in his/her own class and that no collaboration was done among teachers of different subject areas (e.g., English and mathematics). The IEPs focused on curricular needs to the exclusion of most other needs: e.g., social/personal or career needs. BOCES teachers were not involved in the process. IEP's were formulated in the spring: sometimes by the preceding year's teacher. Some teachers wrote course outines rather than objectives or goals for the student to attain. Most teachers wrote the same instructional goals (or course outline) for every member of the class.

The purpose of the interviews this spring is to ascertain whether teachers have made any use of the students' IEP's during the school year, whether the implementation of the IEP has made any changes in their teaching, what they see as good and bad about the formulation of the IEP and about the IEP itself, and how they themselves proceed when they write an IEP.

The term IEP is used to refer both to the total document and to the portion an individual teacher writes. If in doubt, have the teacher clarify whether he's talking about the portion he writes or something else.

Differentiation should be made between long and short term objectives wherever possible.

Interviewees should know the name of the student whose IEP is being discussed before beginning the interview.

Introduction. Clarify the purpose of the interview with the teacher. If there are any questions, or if the teacher's attitude is unusual in anyway, note this in the space provided on the front.

Question 1. This series of questions deals with whether teachers or other staff members have made use of the IEP in any way during the year. Also included are questions regarding the individualization of the IEP as well as the individualization of instruction. Used in preparation of weekly lesson plans?

The first question seeks to determine what use, if any, teachers (or others) have made of the IEP since fall. If the teacher has used the IEP, probe for specific examples of use: what portions, used how, and how often. If the IEP was not used, probe for specifics as to why not: stated too generally to be useful, contains only a course outline, is the same for all class members, etc.

Question 1a. This question seeks to determine whether writing the IEP has changed the way a particular student (or class) was taught. Both yes and no responses should be probed for as specific information or reasons as possible.

Question 1b. This question ascertains whether the IEP's written by the teacher being interviewed were the same for all class members or were individualized. If they're the same for all, ask why (e.g., writing individual IEP's takes too much time). If the IEP's were individualized, get details regarding the individualization. This should be very specific and examples should be sought as to what was individualized and what was not. For example, at one school it appears that the actual curricular objectives are the same but that the level of attainment expected (criterion of mastery) differs from pupil to pupil.

Question 1c. This question seeks to determine whether, even though the students have the same objective, instructional methods and procedures vary from student to student. Cite, or have the teacher cite, an objective and probe for specifics as to how instruction has been individualized.

Question 1d. One of the mandates of legislation is that the IEP be reviewed along with an evaluation of student progress to ascertain the degree to which the student is meeting the objectives set forth in the IEP. This question seeks to determine whether this has been done and how. Get timetables, type of review and evaluation, use made of the information gained - as many specifics as possible.

Question 1e. This question seeks information regarding any changes in the IEP. For example, an IEP should be changed any time a students' courses change. Ascertain whether the student in question has changed any courses during the year and how this is handled in the IEP. Probe for specifics as to what was changed and why or as to why there were no changes.

Question 2. This series of questions deals with information about the total IEP process - both in terms of what the teacher did and in terms of the total document. These questions do NOT focus on the student named in Question 1 but this student's IEP may be used as an example.

Questions 2a and 2b. These questions seek the teacher's perceptions of what he/she likes and dislikes about the IEP and the way it is formulated. The teacher should be as specific as possible. Probe areas such as the specificity of the objectives, the fit of the IEP to students' level of functioning and attainment during the year, the timetable for writing and review, areas included and excluded, collaboration among teachers in writing, etc. If teachers mention specific ways to improve the IEP include these.

Question 2c. This question seeks information regarding any proposed changes in IEP content, format, or formulation procedures. If changes are proposed, detail these as much as possible.

Questions 2c(1) and 2c(2). These questions seek to determine whether teachers want social/personal or career needs information included in the IEP, and, if so, what they would include. The teacher may indicate he/she wants to include information or objectives regarding student relationships with peers or teachers, extra-curricular activities, attendance and/or attitudes for question 2c(1) and career awareness, career education, on-the-job training, and readiness for employment for question 2c(2).

Questions 2c(3) and 2c(4). These questions ask the teacher to identify the role BOCES teachers should have in the formulation of the total IEPfor deaf students. Specific responses should be sought. Coordination of the student's learning experiences mandates that the schools plan together for the student.

You are seeking to ascertain whether IEP formulation is one way for this to take place, and if so, the level and type of involvement seen as appropriate for BOCES teachers.

Question 3. Much of this question may be redundant. However, it is asked to ascertain the teacher's philosophy as he or she writes an IEP. The interviewer should ask for specifics in order to gain understanding of whether the teacher writes the IEP from the standpoint of the student's needs. the student's strengths and weaknesses, the student's deficits, the curriculum to be covered or some other standpoint. Probe, ask for examples, etc. to find out where the teacher begins, what is considered first, and what the teacher expects the IEP to accomplish when he finishes writing it.

INTERVIEW PROTOCOL
FOR
TEACHERS AT BOCES
REGARDING THE DEAF STUDENTS' IEPs

(Objectives 4 & 5)

Spring 1979

INTRODUCTION

In the fall of 1978 teachers at BOCES indicated that they had not participated in the writing of IEP's for deaf students from the schools for the deaf. The purposes of the spring interviews are to see if this lack of involvement is still true and to ascertain whether BOCES teachers want to be involved in the IEP process or in cooperative activities between the school for the deaf and BOCES and, if so, what form this involvement should take.

Introduction. Introduce yourself and explain the purpose of the interview. Answer any questions the teacher may have. The space on the cover sheet is provided to record any questions asked or any comments you may have about the interview.

Question 1. The purpose of this question is to ascertain whether the teacher has been involved with IEP's for the target students in any way. If the teacher was involved, get as many details as possible and record these carefully.

Question 2. This series of questions deal with the role the teacher would like to have in formulating IEP's for his/her deaf students. If the teacher indicates he/she wants no part in this activity, note this and probe for the reasons. If the teacher wants a role, get as many details and reasons behind the role as possible.

The remaining questions are to be asked whether the teacher answers positively or negatively to the general question.

Question 2a. This question seeks information regarding whether BOCES teachers should write curricular objectives for their deaf students. It is important to probe for reasons why the teacher does not want to be involved if this is the response given.

Teachers in the fall interviews had trouble with the idea of writing course objectives for special needs students they had never seen. Therefore, probe for differences they would want when writing for first year versus second year students. Probe for information regarding both long and short term course goals as well as the format the teacher would want to use: e.g., skills lists, behaviorally stated objectives, course outlines, etc.

Question 2b. Coordination of learning experiences for the deaf students is important. The IEP is one way to accomplish some of this. This question elicits the teacher's opinion as to whether IEP writing is viewed as an area of cooperation or whether some other way would be preferred.

If teachers want input, they may want, for example, to sit in on the IEP writing at the school for the deaf or they may want their suggestions introduced by a third party. Ascertain exactly the type of input they see as desirable and feasible.

If the teacher does not want input into the IEP, he/she may still see cooperative planning as important. Probe for specifics as to how this can be done.

E5 Spring 1979

INTERVIEW SCHEDULE

School for the Deaf Instructor Form

(Objectives 4 & 5)

Name of teacher________________________________ Sex: Male___ Female___

Name of interviewer________________________________ Date______________

School________________________________ Course taught______________

BEGIN THE INTERVIEW WITH:

> I am (your name). We interviewed you last fall regarding _______________'s IEP. I'd like to bring this information up to date, get your reactions to the formulation of IEP's, and also ask you for specific information regarding how you write IEP's. Do you have any questions about our meeting before we begin?
>
> After any questions or further explanation have been dealt with, proceed with Question 1.

1. What use have you made of __________'s IEP since we talked with you last fall? (Specifics)

   If none: Why haven't you used it?

   a. Has ____________'s IEP been useful to you as you plan for his/her classroom experiences?

      If yes: In what way(s)?

      If no: Why hasn't it been useful or helpful?

   b. Do students in _____________'s class all have the same IEP or are they different?

      If the same: Why?

      If different: How are the IEP's the same and how are they different for the various members of your class? (Specifics)

c. When students have the same curricular objective stated in the IEP, do you pursue this objective in the same manner for all the students having that objective?

d. What review is made to ascertain whether ____________ is meeting the objectives contained in his/her IEP?

long term objectives?

short term objectives?

e. Have there been changes in ___________'s IEP since we talked last fall?

If yes: What was changed?

If no; Why have there been no changes?

2. IEP's have been written for students for 2 years. I'd like to ask you what you see as good about the IEP as it stands now and what still needs improvement. Think in terms of the whole IEP -- not just the part of it you write.

a. What is good about the IEP and the way it's formulated now? (Specifics)

IEP:

formulation process: (cooperation among teachers)

b. What needs improvement?

content:

formulation procedures:

c. Are plans being made to change the IEP format, content, or formulation procedures for the rest of this year or for next year?

If yes: What specific changes will be made?

(1) Should information regarding the student's social and personal needs be included in the IEP?

If no: Why not?

If yes: What information would you include?

(2) Should information regarding the student's career needs be included?

If no: Why not?

If yes: What information would you include?

(3) What should be the role of the BOCES teachers in the formulation of the total IEP's for deaf students in their classes?

(4) Should BOCES teachers have input into the curricular objectives for courses at the school for the deaf? Why or why not?

3. When you write an IEP for a student, how do you go about it?

E5 Spring 79

INTERVIEW SCHEDULE

Occupational Education Instructor Form

(Objectives 4 & 5)

Name of teacher______________________________ Sex: Male ____ Female ___

Name of interviewer______________________________ Date______________

School____________________________________ Course taught______________

Number of semesters teaching deaf students (incl. this semester) __________

Number of deaf students taught (incl. this semester) ____________________

BEGIN THE INTERVIEW WITH:

I am (your name). We talked with you last fall about the formulation of IEP's for deaf students in your class. I'd like to see if you've had any involvement with IEP's this year and then ask you some questions about what role you might like in the individualized planning for deaf students. Do you have any questions?

After any questions or further explanation have been dealt with, proceed with Question 1.

1. Since you were interviewed last fall have you become involved in any way with the IEP's for deaf students from the school for the deaf?

   If yes: In what way were you involved?

2. What would you like your role to be in the formulation of the IEP's for deaf students in your class?

   If no role: Why not?

   (If a role, get details.)

   a. Should BOCES teachers write individualized course objectives for deaf students attending their classes?

      If no: Why not?

      If yes: When should this be done and what form should it take -- for first year students? Second year students?

   b. Should BOCES teachers cooperate in preparing IEP's for courses at the school for the deaf? For example, to ensure that prerequisites for BOCES courses are met.

      If yes: What kind of input would you like to have?

      If no: Would it be advantageous to have cooperative individualized planning of any kind between BOCES teachers and personnel at the school for the deaf?

If no. Why not?

If yes: What practical suggestions do you have for doing this?

APPENDIX F

Instrumentation for Objective 6

F-1 Attributes of Deafness Inventory (1976-77 and 1977-78 Forms)

F-2 Knowledge of Deafness Test (1976-77 and 1977-78 Forms)

F-3 Personal Contact Scale

F1

ATTRIBUTES OF DEAFNESS INVENTORY: SCORING

Persons taking the AOD receive 2 scores: 1 for the first 25 items dealing with deaf persons in general, and one for the last 11 items dealing with the BOCES occupational education centers.

On the AOD, a higher score indicates a more negative attitude toward deafness. Twenty-one of the first 25 items and 5 of the last 11 items are negative items. The remaining items are positive. The negative items are scored as follows: A = 4 points, a = 3 points, d = 2 points, D = 1 point. The positive items are reverse keyed.

A. Items 1 - 25

1. Circle in red the answers to items 5, 9, 13, and 22. These items will be scored last.

2. Count the number of responses that are A's. (Do not count those circled in red.) Multiply by 4.

3. Count the number of responses that are a's. Multiply by 3.

4. Count the number of responses that are d's. Multiply by 2.

5. Count the number of responses that are D's.

6. Score items 5, 9, 13, and 22:

   A = 1 a = 2 d = 3 D = 4

7. Add together the scores from steps 2, 3, 4, 5, and 6. Write the total in the first blank at the top of the cover sheet.

B. Items 26 - 36

1. Items 26, 27, 29, 31, and 32 are negative items and are to be scored as follows:

   A = 4 a = 3 d = 2 D = 1

2. Items 28, 30, 33, 34, 35, and 36 are positive items and are to be scored:

   A = 1 a = 2 d = 3 D = 4

3. Add together the scores from steps 1 and 2. Write the total in the second blank at the top of the cover sheet.

F1
1976-77

___ (1) ___ (2)

ATTRIBUTES OF DEAFNESS INVENTORY[1]

Please complete the proper section below:

For All School Personnel:

Name ______________________ School ______________________

Job title ______________________

For Teachers Only:

Course taught ______________________ Date ______________

Have you taught deaf students YES __ NO __

If Yes, for how many semesters (include this semester in your total) ______

For Students:

Name ______________________ Grade level _____ BOCES ___________

Sex _____ Age _____ BOCES Course ______________________

Home school ______________________

On the following pages are a number of statements that a person could make about the deaf. Read each of the statements and then rate them as follows:

A	a	d	D
strongly agree	mildly agree	mildly disagree	strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important that all questions be answered. Some of the statements may seem alike but all are necessary to show slight differences of opinion. If you do not understand some of the words, ask the person administering the test to explain them to you.

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[1] Items 1-25 are adaptations of a scale developed by E. L. Cowen et al. ("Development and Evaluation of an ATD Scale," Journal of Personality and Social Psychology, 1967, Vol. 6, pp. 183-191) and are used by permission of E. L. Cowen.

1. The deaf generally seem to be more childish than the hearing. A a d D
2. In general, deaf people are more neurotic than those who hear. A a d D
3. It is impossible to really get "close" to a deaf person. A a d D
4. Deaf people somehow seem sadder and more wrapped up in themselves than hearing people. A a d D
5. The deaf do not seem to be bothered by ordinary life events any more than hearing people. A a d D
6. Because he needs to be pitied, it is very important for the deaf person to have an understanding friend he can talk to. A a d D
7. Deaf people often seem to have quite a few handicaps besides deafness. A a d D
8. Deaf people often act in strange ways. A a d D
9. A person who is deaf is as likely to be born a leader as anyone else. A a d D
10. Deaf people seem to be too polite and quiet. A a d D
11. Most deaf people feel that they are worthless. A a d D
12. Most deaf people are not satisfied with themselves. A a d D
13. The deaf have as many interests as the hearing have. A a d D
14. The deaf adult is not quite as mature or "grown-up" as the hearing adult. A a d D
15. It's difficult to understand the deaf because they do not mix very much with hearing people. A a d D
16. It must be very upsetting for a deaf person to depend so much on others. A a d D
17. On the whole, deaf children don't seem to be as smart as hearing children. A a d D
18. I feel that deafness is as hard to bear as complete paralysis. A a d D
19. A deaf person can't afford to talk back to people. A a d D

20. You should not expect too much from a deaf person. A a d D

21. A deaf person is constantly worried about what might happen to him. A a d D

22. A deaf person is not afraid to let his feelings show. A a d D

23. Deaf people get upset more easily than people who can hear. A a d D

24. The deaf are likely to have many more fears about the world than the hearing. A a d D

25. The deaf are usually on their guard with people. A a d D

26. Having deaf students in the occupational education classes interferes with the learning experiences of the hearing students. A a d D

27. Having deaf students in the occupational education classes makes it harder for the teachers. A a d D

28. The deaf students here at the Occupational Education Center are as friendly as the hearing students. A a d D

29. The teachers here pay too much attention to the deaf students. A a d D

30. I wish I knew sign language and/or fingerspelling. A a d D

31. It would be best for the deaf students to get their occupational training at a school for the deaf. A a d D

32. If I were deaf, I would prefer to get my occupational education training at a school for the deaf. A a d D

33. The deaf students here do about as well in class as the hearing students. A a d D

34. I would date one of the deaf students. A a d D

35. If I were an employer, I would hire a deaf person. A a d D

36. I would take a job where a deaf person would be my boss. A a d D

F1
1977-78

Last year the Attributes of Deafness Inventory was administered to 141 administrators, supervisors, pupil personnel staff, and teachers at four BOCES as part of a research project at the University of Rochester studying the occupational education of deaf students.

Probably you were one of these 141 persons. If so, we are asking you to complete the inventory again so we can compare results from year to year.

If you were not one of the 141, we are asking you to complete the inventory so we can compare responses of "new" persons with responses persons made last year.

Your responses will be kept confidential.

Thank you for your time, thoughtfulness, and cooperation in this task.

Carol Gargantiel/ Jerry Huang
Research Associates
University of Rochester

___ ___
(1) (2)

ATTRIBUTES OF DEAFNESS INVENTORY[1]

Please complete the proper section below:

For All School Personnel:

Name______________________ School______________________

Job title______________________

For Teachers Only:

Course taught______________________ Date______________

Have you taught deaf students YES __ NO __

If Yes, for how many semesters (include this semester in your total) ______

For Students:

Name______________________ Grade level _____ BOCES__________

Sex______ Age______ BOCES Course ______________________

Home school______________________

On the following pages are a number of statements that a person could make about the deaf. Read each of the statements and then rate them as follows:

A	a	d	D
strongly agree	mildly agree	mildly disagree	strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important that all questions be answered. Some of the statements may seem alike but all are necessary to show slight differences of opinion. If you do not understand some of the words, ask the person administering the test to explain them to you.

---

[1] Items 1-25 are adaptations of a scale developed by E. L. Cowen et al. ("Development and Evaluation of an ATD Scale," Journal of Personality and Social Psychology, 1967, Vol. 6, pp. 183-191) and are used by permission of E. L. Cowen.

1. The deaf generally seem to be more childish than the hearing. A a d D

2. In general, deaf people are more neurotic than those who hear. A a d D

3. It is impossible to really get "close" to a deaf person. A a d D

4. Deaf people somehow seem sadder and more wrapped up in themselves than hearing people. A a d D

5. The deaf do not seem to be bothered by ordinary life events any more than hearing people. A a d D

6. Because he needs to be pitied, it is very important for the deaf person to have an understanding friend he can talk to. A a d D

7. Deaf people often seem to have quite a few handicaps besides deafness. A a d D

8. Deaf people often act in strange ways. A a d D

9. A person who is deaf is as likely to be born a leader as anyone else. A a d D

10. Deaf people seem to be too polite and quiet. A a d D

11. Most deaf people feel that they are worthless. A a d D

12. Most deaf people are not satisfied with themselves. A a d D

13. The deaf have as many interests as the hearing have. A a d D

14. The deaf adult is not quite as mature or "grown-up" as the hearing adult. A a d D

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16. It must be very upsetting for a deaf person to depend so much on others. A a d D

17. On the whole, deaf children don't seem to be as smart as hearing children. A a d D

18. I feel that deafness is as hard to bear as complete paralysis. A a d D

19. A deaf person can't afford to talk back to people. A a d D

20. You should not expect too much from a deaf person. A a d D

21. A deaf person is constantly worried about what might happen to him. A a d D

22. A deaf person is not afraid to let his feelings show. A a d D

23. Deaf people get upset more easily than people who can hear. A a d D

24. The deaf are likely to have many more fears about the world than the hearing. A a d D

25. The deaf are usually on their guard with people. A a d D

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33. The deaf students here do about as well in class as the hearing students. A a d D

34. I would date one of the deaf students. A a d D

35. If I were an employer, I would hire a deaf person. A a d D

36. I would take a job where a deaf person would be my boss. A a d D

PART II

Directions: In contacts with people it is easier, or more comfortable, to do some things than it is to do other things. Some things would bother us, at least a little; other things wouldn't. Below you will find a list of things you might do involving deaf people. Read each item and indicate how you would feel about it. Do not indicate what you would actually do. Indicate how it would make you feel to do it.

If you would feel comfortable about doing what the item suggests, circle the letter "C" beside the item.

If you think the action would be even slightly uncomfortable or unpleasant for you to perform, circle the letter "U" beside the item.

There are no "right" or "wrong" answers. The "correct" answer is one that best describes your feeling. Please answer every item.

C U 1. Demand an interpreter for deaf people who attend a town council meeting.

C U 2. Attend a performance given by a group of deaf actors.

C U 3. Teach a course in which several students are deaf.

C U 4. Avoid greeting a deaf acquaintance in a store.

C U 5. Accompany a deaf person to a small, private, social gathering.

C U 6. Avoid going to a party where deaf people will be among the guests.

C U 7. Have a conversation in sign language with a deaf person in a public place.

C U 8. Have a deaf person for my very best friend.

C U 9. Participate in a car-pool with a deaf person.

C U 10. Avoid lending my automobile to a deaf driver.

C U 11. Take a course in which some of the other students are deaf.

C U 12. Invite a deaf person to my home.

C U 13. Hire a deaf person to work for me.

C U 14. Sit beside a deaf person on a long trip on a plane, train, or bus.

C U 15. Live next door to a deaf person.

C U 16. Support a law that prevents the deaf from getting a driver's license.

C U 17. Include a deaf person in a small group of friends with whom I dine frequently in a restaurant.

C U 18. Discourage deaf persons from applying to medical school or law school.

C U 19. Assign deaf and hearing children to the same public school classroom.

C U 20. Form a close personal friendship with a deaf person.

C U 21. Play on a team with a deaf person.

C U 22. Encourage deaf children to attend separate schools for the deaf.

C U 23. Work in shop where another employee is deaf.

C U 24. Engage in a private conversation with a deaf person.

F2
1976-77

KNOWLEDGE OF DEAFNESS TEST*

Please complete the proper section below:

For All School Personnel:

Name________________________ School________________________

Job title________________________ Date________________

For Teachers Only:

Course taught____

Have you taught deaf students YES __ NO __

If Yes, for how many semesters (include this semester in your total) ______

The following pages contain questions on deafness and hearing impairment. Please answer all questions. If you are not sure of an answer, GUESS. No not omit any questions. Give only one answer for each question.

Answer the questions by circling the letter in front of the answer you choose.

You are not expected to know all the answers, so do not worry about the ones you don't know.

---

* Adapted from "The Impact of Deafness Test" by Joseph Avery (NTID) and the "General Information and Knowledge Test" by R. Weatherman and R. Johnson (U. of Minnesota).

KNOWLEDGE OF DEAFNESS TEST

1. The discovery of deafness in children is frequently marked by

   a. misdiagnosis
   b. late diagnosis
   c. early and accurate detection
   d. both a and b

2. Programs for the deaf in the United States serve approximately how many children?

   a. 10,000
   b. 50,000
   c. 100,000
   d. 350,000

3. The number of deaf children who are 10 to 15 years old is very high because of

   a. the large number of deaf persons who intermarried in the mid 60's
   b. the excessive use of LSD by pregnant women in the mid 60's
   c. a meningitis epidemic
   d. a rubella epidemic

4. On the average, congenital deafness is diagnosed between what ages?

   a. 0-5 months
   b. 6-12 months
   c. 1-3 years
   d. 3-6 years

5. Compared to the hearing population, emotional disturbance in the deaf is

   a. much more common
   b. somewhat more common
   c. about the same
   d. somewhat less common
   e. much less common

6. Which statement is true of the physical development of most deaf persons?

   a. They are better physically.
   b. They are poorer physically.
   c. They are normal physically.
   d. They are normal physically in all areas except the use of their hands.

7. For deaf children which one of the following usually develops the slowest?

   a. their speech
   b. their emotions
   c. their intelligence
   d. their physical growth

8. Which statement is true of the intelligence test scores of most deaf children?

   a. their verbal I.Q. scores are higher than their performance scores
   b. their performance I.Q. scores are higher than their verbal scores
   c. the verbal and performance scores are about the same
   d. you cannot tell which will be higher; there is no pattern

9. A typical deaf student at age 17 is probably doing school work at a

   a. 3rd grade level
   b. 6th grade level
   c. 9th grade level
   d. 12th grade level

10. Deaf parents of hearing children tend to place

   a. less responsibility on their children than hearing parents
   b. more responsibility on their children than hearing parents
   c. about the same level of responsibility as do hearing parents

11. Which statement is true of deaf children born to deaf parents?

   a. They have poorer speech than deaf children born to hearing parents
   b. They have better speech than deaf children born to hearing parents
   c. They have as good speech as deaf children born to hearing parents
   d. There is no research on this subject

12. When the deaf converse using manual communication, one would expect to observe

    a. more touching behavior than is seen in hearing groups
    b. a lot of animation
    c. lack of awareness of others outside the group
    d. all of the above

13. Which of the following reflects a common misconception of the deaf?

    a. The deaf have more deaf than hearing friends.
    b. The deaf person can understand everything you say by reading your lips.
    c. The deaf tend to deal better with concrete rather than abstract verbal concepts.
    d. Deaf persons often marry another deaf person.

14. The largest organization of deaf people in the United States is the

    a. National Association of the Deaf
    b. Alexander Graham Bell Association
    c. American Athletic Association of the Deaf
    d. Gallaudet College Alumni Association

15. When a deaf person is watching someone signing and speaking, he mostly looks at

    a. the person's face and uses peripheral vision to see signs.
    b. the person's hands and uses peripheral vision to see lips
    c. the person's face
    d. the person's hands

16. The employment history of deaf persons has been characterized by which of the following?

    a. equal opportunity with hearing people
    b. underemployment
    c. higher rate of white collar than blue collar work
    d. very high unemployment rate

17. Most deaf workers are employed in

    a. semi-skilled and skilled occupations
    b. service occupations
    c. management and professional occupations
    d. farming

18. Most deaf persons who marry other deaf persons

    a. have hearing children only
    b. have deaf children only
    c. have about the same numbers of hearing and deaf children as hearing parents
    d. . have no children

19. On the average, high school age deaf children usually read

    a. above the average for hearing children
    b. below the average for hearing children
    c. at the same level as hearing children
    d. no really good comparison has been made of the two groups

20. Hearing children born to deaf parents usually

    a. have trouble learning to say words
    b. have no trouble learning to say words, but have trouble putting words together into sentences correctly
    c. have trouble learning both to say words and to put them together into sentences
    d. have little trouble learning either to say words or to put them together into sentences

21. Which statement is true of sign language?

    a. abstract ideas such as equality or justice cannot be expressed in sign language
    b. sign language does not have a proper or right order in which to sign the words
    c. sign language does not use pronouns or antecedents
    d. sign language is a real language in every way

22. What is the relationship between the number of males and females that are deaf?

    a. There are many more deaf males than deaf females.
    b. There are slightly more deaf males than deaf females.
    c. There are slightly more deaf females than deaf males.
    d. There are many more deaf females than deaf males.

23. Intelligence test scores generally show that deaf persons

    a. are mostly within the normal range of intelligence
    b. are usually below the normal range
    c. have lower scores the older they get
    d. have lower scores when they are younger, but catch up when they are older

24. If a baby is born deaf, how likely is it that he was premature?

    a. 10 times more likely than for the general population
    b. 4 times more likely than for the general population
    c. 2 times more likely than for the general population
    d. the same likelihood as the general population

25. Several recent research studies reported that deaf children born to deaf parents

    a. had more severe emotional problems than deaf children born to hearing parents
    b. had poorer speech than deaf children born to hearing parents
    c. were afraid to go out into the hearing world
    d. were better at school work than deaf children born to hearing parents

26. What is the economic background of most deaf children?

    a. most are from well to do families
    b. most are from average families
    c. most are from poor families
    d. the background is the same as that of hearing children

27. Which statement is true of deaf drivers?

    a. they have worse driving records than hearing drivers
    b. they have about the same driving records as hearing drivers
    c. they have better driving records than hearing drivers

28. What percentage of deaf students today were either deaf at birth or became deaf before they were 3 years old?

    a. almost all
    b. large majority
    c. about half
    d. less than half

29. About how many deaf students have one or more other handicaps besides deafness?

    a. almost none
    b. one-tenth
    c. one-third
    d. one-half

30. How do the reading test scores of most deaf high school students compare with their mathematics test scores?

    a. Their reading scores are better than their mathematics scores.
    b. Their mathematics scores are better than their reading scores.
    c. The two are about the same.

31. How many children in the deaf population have hearing parents?

    a. nearly all
    b. slightly more than half
    c. about half
    d. less than half

32. How many states exclude deaf persons from obtaining drivers licenses?

    a. seventeen states
    b. eleven states
    c. four states
    d. none

F2
1977-78

Last year the Knowledge of Deafness Test (KDT) was administered to 241 personnel at the BOCES and the schools for the deaf involved in a research project on the Occupational Education of Deaf Students. The information received from this has been very helpful.

This year we are testing fewer people and are asking 100 persons who took the KDT last year to complete it again this year so that comparison can be made of the scores of the same persons over a one-year period. In addition, we are asking all personnel who are newly working with the deaf students who attend BOCES to complete the KDT also. This will give us comparable data to last year's new personnel.

You are a member of one of two groups mentioned above. Will you please complete the KDT to the best of your ability and return it to the designated person in your school.

Thank you for your time, thoughtfulness, and cooperation in this.

Carol Gargantiel / Jerry Huang
Research Associates
University of Rochester

1977-78

KNOWLEDGE OF DEAFNESS TEST*

Name______________________________ School______________________________

Job Title______________________________ Date______________________________

Are there any deaf persons in your family? ____Yes ___No

Are there any deaf persons in your neighborhood? ___Yes ___No

How many deaf adults do you recognize by face? ____

How many deaf adults do you know by name? ____

How many deaf adults do you consider acquaintances? ____

How many deaf adults do you consider friends? ____ Close friends? ____

For Teachers Only:

Course taught______________________________

Have you taught deaf students? ___Yes ___No

How many semesters have you taught deaf students? ____

Approximately, how many deaf students (total) have you taught? ____

DIRECTIONS

The following pages contain questions on deafness and hearing impairment. Please answer all questions. Please do not omit any questions. If you are not sure of an answer, GUESS. Give only one answer for each question. You are not expected to know all the answers, so do not worry about the ones you don't know. Answer the questions by circling the letter in front of the answer you choose.

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* Adapted from "The Impact of Deafness Test" by Joseph Avery (NTID) and the "General Information and Knowledge Test" by R. Weatherman and R. Johnson (U. of Minnesota).

KNOWLEDGE OF DEAFNESS TEST

1. The discovery of deafness in children is frequently marked by

   a. misdiagnosis
   b. late diagnosis
   c. early and accurate detection
   d. both a and b

2. Programs for the deaf in the United States serve approximately how many children?

   a. 10,000
   b. 50,000
   c. 100,000
   d. 350,000

3. The number of deaf children who are 10 to 15 years old is very high because of

   a. the large number of deaf persons who intermarried in the mid 60's
   b. the excessive use of LSD by pregnant women in the mid 60's
   c. a meningitis epidemic
   d. a rubella epidemic

4. On the average, congenital deafness is diagnosed between what ages?

   a. 0-5 months
   b. 6-12 months
   c. 1-3 years
   d. 3-6 years

5. Compared to the hearing population, emotional disturbance in the deaf is

   a. much more common
   b. somewhat more common
   c. about the same
   d. somewhat less common
   e. much less common

6. Which statement is true of the physical development of most deaf persons?

   a. They are better physically.
   b. They are poorer physically.
   c. They are normal physically.
   d. They are normal physically in all areas except the use of their hands.

7. For deaf children which one of the following usually develops the slowest?

   a. their speech
   b. their emotions
   c. their intelligence
   d. their physical growth

8. Which statement is true of the intelligence test scores of most deaf children?

   a. their verbal I.Q. scores are higher than their performance scores
   b. their performance I.Q. scores are higher than their verbal scores
   c. the verbal and performance scores are about the same
   d. you cannot tell which will be higher; there is no pattern

9. A typical deaf student at age 17 is probably doing school work at a

   a. 3rd grade level
   b. 6th grade level
   c. 9th grade level
   d. 12th grade level

10. Deaf parents of hearing children tend to place

   a. less responsibility on their children than hearing parents
   b. more responsibility on their children than hearing parents
   c. about the same level of responsibility as do hearing parents

11. How many states exclude deaf persons from obtaining drivers licenses?

   a. seventeen states
   b. eleven states
   c. four states
   d. none

12. When the deaf converse using manual communication, one would expect to observe

    a. more touching behavior than is seen in hearing groups
    b. a lot of animation
    c. lack of awareness of others outside the group
    d. all of the above

13. Which of the following reflects a common misconception of the deaf?

    a. The deaf have more deaf than hearing friends.
    b. The deaf person can understand everything you say by reading your lips.
    c. The deaf tend to deal better with concrete rather than abstract verbal concepts.
    d. Deaf persons often marry another deaf person.

14. The largest organization of deaf people in the United States is the

    a. National Association of the Deaf
    b. Alexander Graham Bell Association
    c. American Athletic Association of the Deaf
    d. Gallaudet College Alumni Association

15. When a deaf person is watching someone signing and speaking, he mostly looks at

    a. the person's face and uses peripheral vision to see signs.
    b. the person's hands and uses peripheral vision to see lips
    c. the person's face
    d. the person's hands

16. The employment history of deaf persons has been characterized by which of the following?

    a. equal opportunity with hearing people
    b. underemployment
    c. higher rate of white collar than blue collar work
    d. very high unemployment rate

17. Most deaf workers are employed in

    a. semi-skilled and skilled occupations
    b. service occupations
    c. management and professional occupations
    d. farming

18. Most deaf persons who marry other deaf persons

    a. have hearing children only
    b. have deaf children only
    c. have about the same numbers of hearing and deaf children as hearing parents
    d. have no children

19. On the average, high school age deaf children usually read

    a. above the average for hearing children
    b. below the average for hearing children
    c. at the same level as hearing children
    d. no really good comparison has been made of the two groups

20. Hearing children born to deaf parents usually

    a. have trouble learning to say words
    b. have no trouble learning to say words, but have trouble putting words together into sentences correctly
    c. have trouble learning both to say words and to put them together into sentences
    d. have little trouble learning either to say words or to put them together into sentences

21. Which statement is true of sign language?

    a. abstract ideas such as equality or justice cannot be expressed in sign language
    b. sign language does not have a proper or right order in which to sign the words
    c. sign language does not use pronouns or antecedents
    d. sign language is a real language in every way

22. What is the relationship between the number of males and females that are deaf?

    a. There are many more deaf males than deaf females.
    b. There are slightly more deaf males than deaf females.
    c. There are slightly more deaf females than deaf males.
    d. There are many more deaf females than deaf males.

23. Intelligence test scores generally show that deaf persons

    a. are mostly within the normal range of intelligence
    b. are usually below the normal range
    c. have lower scores the older they get
    d. have lower scores when they are younger, but catch up when they are older

24. If a baby is born deaf, how likely is it that he was premature?

    a. 10 times more likely than for the general population
    b. 4 times more likely than for the general population
    c. 2 times more likely than for the general population
    d. the same likelihood as the general population

25. Several recent research studies reported that deaf children born to deaf parents

    a. had more severe emotional problems than deaf children born to hearing parents
    b. had poorer speech than deaf children born to hearing parents
    c. were afraid to go out into the hearing world
    d. were better at school work than deaf children born to hearing parents

26. What is the economic background of most deaf children?

    a. most are from well to do families
    b. most are from average families
    c. most are from poor families
    d. the background is the same as that of hearing children

27. Which statement is true of deaf drivers?

    a. they have worse driving records than hearing drivers
    b. they have about the same driving records as hearing drivers
    c. they have better driving records than hearing drivers

28. What percentage of deaf students today were either deaf at birth or became deaf before they were 3 years old?

    a. almost all
    b. large majority
    c. about half
    d. less than half

29. About how many deaf students have one or more other handicaps besides deafness?

    a. almost none
    b. one-tenth
    c. one-third
    d. one-half

30. How do the reading test scores of most deaf high school students compare with their mathematics test scores?

    a. Their reading scores are better than their mathematics scores.
    b. Their mathematics scores are better than their reading scores.
    c. The two are about the same.

31. How many children in the deaf population have hearing parents?

    a. nearly all
    b. slightly more than half
    c. about half
    d. less than half

F3

1978-79

PERSONAL CONTACT SCALE

Name _____________________ School _____________________

Job Title _____________________ Date _____________________

Are you deaf? _____ Yes _____ No

Are there any deaf persons in your family? _____ Yes _____ No

Are there any deaf persons in your neighborhood? _____ Yes _____ No

How many deaf adults do you recognize by face? _____

How many deaf adults do you know by name? _____

How many deaf adults do you consider acquaintances? _____

How many deaf adults do you consider friends? _____ Close friends? _____

For Teachers Only:

Course taught _____________________

Have you taught deaf students? _____ Yes _____ No

How many semesters have you taught deaf students? _____

Approximately, how many deaf students (total) have you taught? _____

NEXT PAGE

Directions: In contacts with people it is easier, or more comfortable, to do some things than it is to do other things. Some things would bother us, at least a little, other things wouldn't. Below you will find a list of things you might do involving deaf people. Read each item and indicate how you would feel about it. Do not indicate what you would actually do. Indicate how it would make you feel to do it.

If you would feel quite comfortable about doing what the item suggests, circle the letter C beside the item.

If you think the action would be even slightly uncomfortable or unpleasant for you to perform, circle the letter U beside the item.

There are no "right" or "wrong" answers. The "correct" answer is one that best describes your feeling. Please answer every item.

C U 1. Demand an interpreter for deaf people who attend a town council meeting.

C U 2. Attend a performance given by a group of deaf actors.

C U 3. Avoid going to a party where deaf people will be among the guests.

C U 4. Have a conversation in sign language with a deaf person in a public place.

C U 5. Have a deaf person for my very best friend.

C U 6. Hire a deaf person to work for me.

C U 7. Include a deaf person in a small group of friends with whom I dine frequently in a restaurant.

C U 8. Discourage deaf persons from applying to medical school or law school.

C U 9. Play on a team with a deaf person.

C U 10. Encourage deaf children to attend separate schools for the deaf.

C U 11. Teach a course in which several students are deaf.

C U 12. Accompany a deaf person to a small, private, social gathering.

C U 13. Participate in a car-pool with a deaf person.

C U 14. Invite a deaf person to my home.

C U 15. Sit beside a deaf person on a long trip on a plane, train, or bus.

NEXT PAGE

U 16. Support a law that prevents the deaf from getting a driver's license.

U 17. Assign deaf and hearing children to the same public school classroom.

U 18. Form a close personal friendship with a deaf person.

U 19. Work in shop where another employee is deaf.

U 20. Engage in a private conversation with a deaf person.

APPENDIX G

Instrumentation for Objective 7

G-1 Interview Protocol and Schedule for the Social Interaction and Friendship Patterns Between Deaf Students and Their Hearing Classmates - PPS and Instructor Form

G-2 Interview Protocol and Schedule for the Social Interaction and Friendship Patterns Between Deaf Students and Their Hearing Classmates - Parent Form

G-3 Protocols and Record Forms for Observation of Friendship Patterns (1976-77 and 1977-78, 1978-79 Forms)

G-4 Protocols and Record Forms for Sociometric Assessment (1976-77 and 1977-78, 1978-79 Forms)

G1

INTERVIEW PROTOCOL

FOR

THE SOCIAL INTERACTION AND FRIENDSHIP PATTERNS

BETWEEN DEAF STUDENTS AND THEIR HEARING CLASSMATES

PPS AND INSTRUCTOR FORM

(Objective #7)

PURPOSE OF THE INTERVIEW

The purpose of the interview is to obtain information regarding the social interaction and friendship patterns between deaf students and their hearing classmates and to explore the attitudes of both deaf and hearing students toward their integration in occupational education classes.

The Interview Protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, exploring related areas, and gathering materials which should be picked up at the time of the interview, if possible.

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines:

1. The cover sheet of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish your reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanations or additional conversation is essential to conduct the interview, then you should take whatever additional time is necessary. In these instances, you should note on the cover sheet of the Interview Schedule the types of additional information that were either solicited or provided, the nature or content of any additional conversation and the length of time involved before you were able to proceed with the interview.

2. The Interview Schedule consists of dichotomous ("YES"-"NO"), scaled, and open-ended questions. Because of the wide variety of information which may be identified and because of its relationship to different situations, you will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow the responses of the interviewee, being careful not to suggest answers or bias the nature of their response.

3. Those questions yielding a "yes"-"no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no," you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee. Therefore, your judgment in those questions requiring a "yes"-"no" response becomes the final determinant as to how they are coded. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question, reserving the classification of the response on the Interview Schedule for when you have completed that portion of the interview.

4. Those questions requiring a scaled response (very often, often, sometimes, seldom, never) should not be coded until you have completed the question. Only in extreme circumstances will it be necessary to provide the interviewee with the scaled alternatives. In most interview situations, you should seek explanations through direct questioning, probing, verification or clarification leads. Through focusing techniques, you should be able to direct the responses to provide sufficient information to allow you to scale the response. In some instances, you may wish to check your rating by stating, "You seem to be saying that deaf and hearing students sometimes interact but not often." Using this means of checking your rating can be very helpful when you must decide between two points on the rating scale. It can also be helpful when you want to eliminate points on the scale (e.g. "You are saying that the interaction between deaf and hearing students is less than sometimes.")

5. Supplementary information materials that are collected as a part of the interview should be identified on the Interview Schedule and numbered to correspond with the question. Information concerning their use or relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all materials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

6. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissible to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly thereafter and before another interview is undertaken. This will avoid confusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

SPECIFIC INFORMATION

The purpose of the interview, the general guidelines for conducting the interview, and the techniques to handle the different types of questions in the Schedule have been provided in the previous pages. You should refer to those sections whenever you need help in determining how to lead the interview to obtain the necessary information.

Question 1. This question focuses on the general reaction of the interviewee concerning the interaction between deaf and hearing students. Since this question requires only a "yes" or "no," reaction, the response of the interviewee will give you some idea of their general feelings about the friendship or work patterns between deaf and hearing students. The response to this question will give you some idea of the line of questioning or leads which you may want to use in seeking the details which undergird the thinking of their reply.

Question 2. This question seeks the interviewee's personal witness to the interaction between deaf and hearing students. It is a single YES-NO question. Simply make a check according to the response of the interviewee. The questions which follow will provide opportunities to probe or question about this witness.

Question 3. This series of questions explores how deaf and hearing students interact with each other in a variety of different situations. The interviewer should pursue each sub-question under Question 3 in accordance with the guidelines which follow.

Question 3a. This question explores the interviewee's personal witness of any interaction taking place between deaf and hearing students in the shop or lab situations. If the answer is YES, you should proceed to ask Questions 3a(1) and 3a(2). Question 3a(1) is a scaled question. Follow the procedure for scaling responses as provided in the section "GENERAL INFORMATION." Question 3a(2) explores the ways or means deaf and hearing students use to interact (e.g. by writing or by using signs to communicate). You should also use direct questioning to identify the nature of the situations where such interactions take place (e.g. providing directions, offering to help). It is important to ascertain the conditions of their interaction as well as the means they employ to communicate.

Questions 3b-3d. These questions follow the same format as Question 3a proceeding to the classroom (Question 3b), during break time (Question 3c) and in the hallways (Question 3d). The interviewer should use the same guidelines provided in Question 3a to ask these questions.

Question 3e. This question determines first if the interviewee has observed deaf and hearing students waiting for the bus (Yes or No) and proceeds to explore his/her personal witness of any interaction taking place between deaf and hearing students while they are waiting for the bus. It is possible that some interviewees will have never observed students waiting for the bus. However, if the response is Yes, proceed to ask Questions 3e(1) and 3e(2).

Question 4. This question seeks to determine the situation in which the highest frequency of interaction between deaf and hearing students has been observed. You will note that the five situations(shop/lab, classroom, break time, hallway, waiting for bus) which were explored in Questions 3a-3e are used in an attempt to identify that situation in which the most interaction seems to occur. The interviewer should direct the interviewee to compare his/her observations and select one situation in which he/she has seen deaf and hearing students interact most often.

Question 5. This question explores the difference, if any, in the way first year and second year deaf students interact with the hearing students. If the response is Yes, the interviewer should ask the interviewee to describe the difference. In identifying how first and second year deaf students interact differently, you are seeking to (1) describe the nature and circumstances of these differences (use probing, direct questioning and seeking examples leads as necessary) and (2) to scale the degree of these differences. You should first pursue the nature and circumstances of these differences,using this information to formulate questions which can help in scaling the response. Hints on scaling interviewee responses are provided in the "GENERAL INFORMATION" section.

Question 6. It can be most helpful in assessing deaf-hearing friendship and interaction patterns to identify who takes the initiative to communicate and under what circumstances. In this question, you will check whether the deaf or the hearing student generally takes the initiative. If neither of these two alternatives seems appropriate to the interviewee's explanation, place a check before "other" and record the specific information provided by the interviewee.

Question 7. This question seeks details concerning the changes that occur during the year in the pattern of interaction between the hearing and the deaf students. You should use probing and direct questioning leads to gather as much detail about any changes that the interviewee reports. This question provides an opportunity to obtain more information about how the deaf and hearing get along, communicate, make friends, and seek each other out; and about who initiates the interaction. Use seeking examples leads to obtain illustrative or case data.

Question 8. This question explores the time factor as related to the interaction patterns between deaf and hearing students. To the extent that the interviewee's observations will permit, you should use direct questioning or clarification leads to identify the time of year when deaf-hearing students seem to interact most frequently (beginning, middle, end of year) or the progression of interaction (increasingly, decreasingly) during the year. If the interviewee describes a pattern which cannot be classified, enter their response under "other" and provide specific details.

Questions 9-10. These two questions pertain to the actual knowledge of the interviewee concerning any social interaction between deaf and hearing students in outside-of-school situations. Question 9 and its sub-questions refer specifically to occasions when deaf students have been invited by a hearing student to his/her home (e.g. for an overnight stay, a party) or to some outside-of-school activity (e.g. a trip, a date, a project). In each case (Questions 9a and 9b), the interviewer should identify the occasions or activities (using specific, illustrative examples) and, insofar as possible, determine the number of cases about which the interviewee has actual knowledge. Question 10 repeats the Question 9 format except that it refers to occasions when hearing students have been invited by a deaf student. It is very important that you keep the differential between Question 9 and 10 in mind at all times and help the interviewee to respond directly to the intent of the question. You should also remember that both Questions 9 and 10 rely on the actual knowledge of the interviewee and not on hearsay or surmise. The interviewer should use the same guidelines in seeking responses to Question 10 that were suggested for Question 9.

Question 11. This question pertains to specific friendships between a deaf and a hearing student that have been observed by the teacher. As in the previous questions, the responses sought should be based on the actual knowledge of the teacher. In Question 11a, you should determine insofar as possible, the actual number of cases known to the teacher. In Question 11b, you should record the number of cases that are same sex friendships and the number that are different sex friendships.

Questions 12-13. There may be many different attitudes/feelings toward the integration of deaf and hearing students in the occupational education classes. Both of these questions refer to attitudes that have been expressed by hearing students (Question 12) and by deaf students (Question 13). Be very cautious in identifying only those attitudes which have been communicated to the teacher by students since the responses should not incorporate the attitudes of the teacher or his/her perceptions or beliefs about what the student attitudes may be. Through probing, direct questioning and clarification leads, the interviewer should attempt to assess the variety of attitudes that have been expressed as well as their positive or negative valence. If possible, try to provide some indication of their general nature - that is, whether the attitudes of hearing students (Question 12) and deaf students (Question 13) tend toward a positive (favorable) or negative (unfavorable) direction. Further, be as explicit as possible in recording all the different attitudes which have been expressed to the teacher.

G1

INTERVIEW SCHEDULE

FOR

THE SOCIAL INTERACTION AND FRIENDSHIP PATTERNS BETWEEN DEAF STUDENTS AND THEIR HEARING CLASSMATES

PPS AND INSTRUCTOR FORM

(Objective #7)

Interviewee:______________________________ Sex: Male __ Female __

School:______________________________ Location:______________________________

Course Taught:______________________________ Date:______________________________

No. of semesters teaching deaf students (including this semester) _________

No. of deaf students taught (including this semester) _________

Interviewer:______________________________

BEGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together, I'd like to obtain information regarding the social interaction and friendship patterns between deaf students and their hearing classmates. We have a number of areas in which we are seeking information. I will ask you one by one. Please answer each of the questions as best as you can. If you don't know, it is perfectly all right to say 'I don't know' or 'I have no knowledge about that.' Do you have any questions about our meeting before you begin?"

After any questions or further explanations have been dealt with, proceed with Question 1.

1. "We are exploring social or work interactions and friendship patterns of deaf and hearing students. We would like to obtain information concerning how deaf students interact with hearing students. Do you think the deaf student and the hearing student interact?"

   YES __ NO __ PERHAPS __ DON'T KNOW __

2. "Have you ever seen any interaction between deaf and hearing students?"

   YES __ NO __

3. "We are interested in exploring how deaf and hearing students interact with each other in the following situations such as (a) in the shop or lab, (b) in the classroom, (c) during the break, (d) in the hall, or (e) while waiting for the bus. Let's begin with the situation in the lab or shop."

   a. "Do you see any interaction between deaf and hearing students in the shop or lab?"

      YES __ NO __

      If the response is Yes, then ask:

      (1) "How often do they interact?"

      ☐ Very often ☐ Often ☐ Sometimes ☐ Seldom ☐ Never

      (2) "How do they interact in the shop or lab?"

   b. "Do you see any interaction between deaf and hearing students in the classroom?"

      YES __ NO __

      If the response is Yes, then ask:

      (1) "How often do they interact?"

      ☐ Very often ☐ Often ☐ Sometimes ☐ Seldom ☐ Never

      (2) "How do they interact in the classroom?"

c. "Do you see any interaction between deaf and hearing students during the break?"

YES __ NO __

If the response is Yes, then ask:

(1) "How often do they interact?"

☐ Very often ☐ Often ☐ Sometimes ☐ Seldom ☐ Never

(2) "How do they interact during the break?"

d. "Do you see any interaction take place between deaf and hearing students in the hall?"

YES __ NO __

If the response is Yes, then ask:

(1) "How often do they interact?"

☐ Very often ☐ Often ☐ Sometimes ☐ Seldom ☐ Never

(2) "How do they interact in the hall?"

e. "Have you ever observed students waiting for the bus?"

YES __ NO __

If the response is Yes, then ask:

(1) "Do you see any interaction between deaf and hearing students while they wait for the bus?"

YES __ NO __

(2) "How often do they interact?"

☐ Very often ☐ Often ☐ Sometimes ☐ Seldom ☐ Never

4. "In which situation have you seen deaf students interact with hearing students most often?" (Check the appropriate answer.)

___ a. In the shop or lab
___ b. In the classroom
___ c. During the break
___ d. In the hall
___ e. While waiting for the bus

5. "Is there any difference in the way first year deaf students and second year deaf students interact with the hearing students?"

YES ___ NO ___

If the response is Yes, then ask:

a. "Could you describe in what way they interact differently?"

Note to Interviewers: Record the response to 5a on the scale below:

☐	☐	☐	☐	☐
Very much	Much	Some	Very little	None

6. "Who usually initiates the interaction?" (Check the appropriate answer.)

___ a. The deaf student takes initiative
___ b. The hearing student takes initiative
___ c. Other (specify) ____________________

7. "What changes take place during the year in the interaction pattern between the hearing student and the deaf student in your classes?"

8. "At what time of year do you see the hearing student and the deaf student interact most often?" (Check the appropriate answer.)

___ a. At the beginning of the year
___ b. In the middle of the year
___ c. At the end of the year
___ d. The interaction gradually increases (from the beginning to/toward the end of the year)
___ e. The interaction gradually decreases (from the beginning to/toward the end of the year)
___ f. Do not know
___ g. Other (specify) ______________________

9. "Do you know of occasions when deaf students have been invited by a hearing student . . . .

   a. . . . to his/her home?"

      YES __ NO __

      If the response is Yes, then ask:

      (1) "For what occasions have deaf students been invited by a hearing student?"

      (2) "How many cases do you know of?"

   b. . . . to some outside-of-school activity?"

      YES __ NO __

      If the response is Yes, then ask:

      (1) "What types of outside-of-school activity have deaf students been invited to by a hearing student?"

      (2) "How many cases do you know of?"

10. "Do you know of occasions when hearing students have been invited by a deaf student . . . .

   a. . . . to his/her home?"

      YES __ NO __

      If the response is Yes, then ask:

      (1) "For what occasions have hearing students been invited by a deaf student to his/her home?"

(2) "How many cases do you know of?"

b. . . . to some outside-of-school activity?"

YES __ NO __

If the response is Yes, then ask:

(1) "For what type of outside-of-school activity have hearing students been invited by a deaf student?"

(2) "How many cases do you know of?"

11. "Do you know of any case where a hearing student and a deaf student became good friends?"

YES __ NO __ DON'T KNOW __

If the response is Yes, then ask:

a. "How many cases do you know of?"

b. "Are these same or different sex friendships?" (Check the appropriate box and record the number of cases.)

☐ same sex; number of cases ___

☐ different sex; number of cases ___

12. "What attitudes toward the integration of deaf and hearing students in the occupational education classes have been communicated to you by your hearing students?"

13. "What attitudes toward the integration of deaf and hearing students in the occupational education classes have been communicated by your deaf students?"

G2

INTERVIEW PROTOCOL

FOR

PARENTS

(Objectives 10 and 7)

This interview deals with two separate areas of information. Part I seeks the reactions, opinions, and experiences that the parents and their deaf son/daughter have had regarding his/her participation in the BOCES program. Part I is used ONLY with the parents of seniors. Most of the senior students will be in their second year at BOCES and will be completing a BOCES course of study in June.

Part II seeks information regarding the social interaction and friendships between the deaf student and his/her hearing classmates. This part of the interview is used will ALL parents that are interviewed. For the parents of juniors, the alternate introduction on page 1 should be used.

This interview seeks for greater detail and explication of some questions that the parents were asked last Fall when they completed a Parent Questionnaire. You should review the parents' copy of this questionnaire so that you will be familiar with the types of information which we obtained from these parents at that time. This can then be used as a follow-up for questions 1, 2, and 4 to see if the perceptions of the parents have changed since they filled out the questionnaire.

COVER SHEET

As much of this information as possible should be completed prior to the interview. It can then be verified with the parents and used throughout the interview for either clarification or verification. Seek any missing cover sheet information prior to beginning the formal interview.

PART I

Question 1. This question seeks to identify all aspects of the program that the parents perceive as being positive. Interviewers should seek information concerning program offerings, the level and adequacy of instruction provided, assistance provided to students, evidences of interest in the deaf students, preparation for jobs, socialization and friendship, experiences in career development, and integration in the hearing world. Probing and direct questioning may bring out some areas of dissatisfactions which can be noted under Question 2. You should allow the parent to respond to the question in its open-ended form. When you are satisfied that the parent has exhausted his/her opinions of the major benefits of the program for their son/daughter, you may wish to direct some questions to any of the areas of information suggested above or to other areas that may have been mentioned but not elaborated in the parent's response. Use any responses that the parents made to Question 9 on the Parent Questionnaire that they have not mentioned in this interview as illustrative examples to ascertain whether they still see these as benefits of BOCES. Record these on the schedule.

Question 2. This question seeks to identify areas in the BOCES program that the parents perceive as disadvantageous. Areas to be probed include busing, lack of trained teachers to instruct deaf students, isolation within the classroom, diminished time spent in academics, and the level of training offered. It is not necessary to probe any areas that were mentioned by parents in response to Question 1 as being positive unless you feel it would help to clarify some discontinuity or ambiguity in the responses. Use any responses that the parents made to Question 10 on the Parent Questionnaire that they have not mentioned in this interview as illustrative examples to ascertain whether they still see these as disadvantages or drawbacks of BOCES. Record the parents' responses to these on the schedule.

Question 3. This question focuses on ways the BOCES program might be improved from the parent's point of view. Even if parents see no disadvantages in their child's attending BOCES, they may still believe that there are areas within the program that can be improved. Interviewers can seek information in such areas as the programs offered; the level of training provided; instructional methodologies; parent and student reporting procedures (level of skill attainment, development of work attitudes and general adjustment at BOCES); and the coordination of the educational effort between BOCES and the School for the Deaf. Use direct questioning or probing to seek parental views on ways to improve any of the above areas. Care should be taken to distinguish between suggestions that refer to improvements for all students and those related only to the problems of the deaf students.

Question 4. This set of questions deal with (1) the information the parents have received regarding their child's experiences and progress at BOCES and (2) the information they would have liked to have received.

Question 4a. This question is concerned with the types and extent of information that parents have received while their child has been at BOCES. The items listed on the Schedule represent some of the reporting procedures mentioned by parents on the Parent Questionnaire. Check all items that apply. Interviewers should seek detailed information about each of the areas in which parents have received information. This should include (1) the source of the information (teacher at BOCES, counselor at BOCES, counselor at School for the Deaf, standard reporting form, etc.) and (2) the types of information received [grades, general attitudes, skills being learned, problems student is having (skill-related or social), program changes, academic progress, etc.]. Items 11 and 12 on the Parent Questionnaire sought the same information as this question. If there is a discrepancy in what parents wrote there and what they say now, use the Parent Questionnaire responses as illustrative examples and ascertain whether changes have occurred during the year.

Question 4b. This question deals with information the parents would like to have received. The interview should probe for types of information that may be desired. These types of information desired may include any of the items listed under Question 4a plus any additional areas the parents may suggest (how parents can help their child in his/her BOCES work, specific information about the BOCES program, information about future job opportunities, counseling, interest/aptitude test information). The items listed suggest some of the procedures whereby parents can receive different types of information. Check all items that apply. More detailed information will probably be gained from this interview that was obtained from Question 13 on the Parent Questionnaire. However, if parents differ in their responses from the Questionnaire, responses to Question 13 should be used to probe as to whether parents have been receiving the types of infoamtion they desired in the Fall.

Question 5. This question asks whether parents have actually recommended the program to other parents. Seek information regarding any actual recommendations and the approximate number of times parents have recommended the program to parents of deaf and to parents of hearing.

Question 6. This question seeks to identify any help that the student might have obtained at the BOCES Center that he would not have had avaiable to him if he/she were enrolled only in courses at the School for the Deaf. Since you are seeking the perceptions of the parents, the help they perceive may have also been available at the home school. However, this is a judgment that should be made in interpreting the data and should not be made during the interview. Therefore, it is essential that you let the parents respond from their viewpoint. It is equally possible that they will not have any notions about the kinds of help that might be available at BOCES that would not be available at the School for the Deaf. It is important to note this information also. Examples of areas that might be mentioned by parents include job counseling, standardized test data, skill assessment, and social training.

Question 7. This question seeks information about the type of help their son/daughter needed at BOCES which was not provided. Parent responses to earlier questions, especially Questions 2 and 4b may provide cues for direct questioning or probing leads. It is possible that parents may identify the use of tutors or interpreters and special help with language or number concepts as areas where assistance was essential to the student's continued growth and learning.

Question 8. The question seeks information regarding the direct contacts made by BOCES teachers or counselors with the parents. Question 8a seeks to identify parent awareness of direct contacts made by teachers or counselors from the BOCES enter. Since parents often confuse institutional representation, you may wish o use direct questioning to ascertain whether or not they have received messages r letters that were relayed through personnel at the School for the Deaf. If it s established that direct contacts (or attempts at direct contact through School or Deaf personnel) have been made, use Questions 8b and 8c to determine what types f contacts were made, the number of contacts (best recall) and their frequency how often). Visits to BOCES Open House should not be considered as direct contacts nless the parents were requested to attend by someone at BOCES for the purpose of short meeting regarding their child's work.

Question 9. This question seeks parental perceptions of their child's feelings bout the BOCES program. After asking the question let the parent respond to the pen-ended nature of the question. When you feel the parent has explained his/her erceptions as fully as possible, you canprobe or clarify their perceptions in order o scale their response (if necessary). One indication of a child's feelings about he program would be what he says about it.

In scaling the responses, you should use the following criteria as a guide:

Very positive: all their perceptions are clearly positive

Generally positive: a majority of their perceptions are clearly positive

Neutral: their perceptions seem to be neither clearly positive nor negative OR their perceptions seem to be divided somewhat evenly between those that are positive and negative

Generally negative: a majority of their perceptions seem to be clearly negative

Very negative: all of their perceptions are clearly negative

Question 10. This question deals with the parents' general perceptions of the rogram.

Question 10a. Follow the same procedures in asking the question, clarifying r probing feelings and scaling responses. Use the same criteria for scaling this esponse that you used in scaling the response for Question 9.

Question 10b. This question seeks a hypothetical response. Use probing and irect questioning leads to obtain explicit reasons why they would (or would not) nroll their child in the BOCES Center program again. Be sure to note any differentiations they propose (e.g. "I would send him again but insist on his/her taking different course of study.") or reservations they suggest (e.g. "I would send im/her again but . . . .").

Question 11. This question seeks the parents' perceptions of their child's lans when he/she graduates and their perceptions of how the BOCES program has or has not) contributed to the pursuit of these plans.

Question 11a. The interviewer should obtain the parents' perception of the tudent's general plans for the immediate future and the specific area in which hey believe he/she will be studying or seeking employment.

Question 11b. In this question the interviewer is seeking information concerning the extent to which the parents believe the BOCES Center program has prepared the student to pursue his/her plans. Parents should be asked to explain their responses. If they feel the program has prepared their child, an explicit response stating how (or in what ways) he/she has been prepared should be recorded. If they feel he/she has not been prepared, an explicit response explaining why he/she isn't prepared should be recorded. If they are uncertain or unsure of how the program has prepared him, obtain explicit details explaining their uncertainity.

Question 12. This question is designed to elicit any other feelings about and reactions to the BOCES program that have not already been stated. Parents may have feelings or reactions that were not covered or mentioned. This question serves to identify these and to allow the parent to speak his/her mind on any topic or area. Responses given here may well be related to areas previously covered. If responses are, in fact, related to other questions, protocol procedures for that question should be followed.

PART II

This part of the interview is concerned with the deaf students' social adjustment and friendship patterns with hearing students at BOCES.

Question 1. This question seeks to identify changes in behavior (as opposed to changes in attitudes). Behavior is defined as overt activity in which the student engages. The types of behavior being sought by this question are those involving interaction with other persons. Examples would be spending more or less time with friends, including hearing friends in groups he/she is a part of, seeking information from hearing persons, etc. Engaging in activities related to skills learned at BOCES would not be a type of behavior being sought except as this involved a change in friendship or interpersonal behavior patterns. Use the seeking examples leads to obtain statements that illustrate the type of behavioral changes that the parents have observed.

Question 2. This question deals with changes in attitude. Attitudes are defined as beliefs, opinions or feelings about things, people, and events. The types of attitudes being sought by this question are those involving feelings about school in general, the world of work, situations involving hearing people (both peers and adults), or being deaf in a hearing world. Attitudinal changes will be more difficult to identify and you should be prepared to help the parents think about their child's interactions and the attitudes that underlie them. Some cues to helping the parents respond may be obtained from Question 1 since it is quite possible that some attitudinal changes may be associated with the behavioral changes that have been identified. The interviewer should seek examples to illustrate the changes that are elicited. If the parents state there have been no changes, use probing and clarification leads to verify their response.

Question 3a. This question seeks information regarding any hearing friends from the BOCES that the student may have. Here a friend is defined as a hearing person with whom the deaf student has had more than casual contact during class-time. This should not be coded affirmatively unless the parent can give substantiating information in Question 3b.

Question 3b. This question seeks information regarding the source and extent of the parents' information about their child's relationship with hearing friends. Examples of responses would be "the hearing student(s) come here," "our son/daughter has visited them," "our son/daughter goes places with them (e.g. movies, parties, sports)," "our son/daughter has told us about them." Ascertain if the deaf student knew the hearing friend(s) before their BOCES experience and determine, if possible, what part BOCES has played in developing or continuing the friendship.

Question 4. This question seeks specific information regarding the invitation of BOCES hearing friends to the home ("yes" or "no"). If a "yes" to this question has been indicated in the response to Question 3, you can check "yes" and reword the question "On what occasions did __________ invite BOCES hearing friends to your home?" If a "no" answer is received, probe the parents' perception of why hearing students were not invited.

Question 5. This question deals with three dimensions of social interaction in which the BOCES program may have made a difference in the students social and communication skills with the hearing. All 3 parts of the question (a, b and c) should be asked. For each part, the parents' reasons for the response given (yes or no) should be elicited.

Question 6. This question elicits information regarding the student's perception of his/her hearing student friends at BOCES in relation to his/her perception of his/her friends at the School for the Deaf. This question should be confined to a comparison of their friends and should not be confused with their comparison of the student body in general. For example, does he compare how his/her friends dress, how they behave, what they talk about, where they go after school, who they associate with, who they date, what teachers they like (or dislike). Since you are seeking the parents' perception of these comparisons, you should use the seeking examples lead to obtain statements that illustrate the nature of the comparisons that have been shared with the parents. If parents respond "no," introduce one or two of the areas mentioned above to verify their statement.

G2

INTERVIEW SCHEDULE

FOR

REACTIONS, OPINIONS, & EXPERIENCES REGARDING THE BOCES PROGRAM

Parents Form

(Objectives 10 and 7)

IDENTIFYING DATA

Father's Name ______________________ Mother's Name ______________________

*Child's Name ______________________ Sex: Male __ Female __

Course of Study ______________________ Location ______________________

School ______________________ Date ______________________

Year in BOCES (Check): First ☐ Second ☐ Third ☐ Grade level: Sr.__ Jr.__

Interviewer ______________________

* If the family has more than one child attending BOCES, ascertain their name(s), the course of study and the number of years they have attended BOCES.

FOR PARENTS OF SENIORS begin the interview with:

I want to talk with you about _________'s experiences in the BOCES program. Since we are making a detailed study of this program, it will be helpful to us and to other programs throughout the country to learn how you feel the program has or has not helped ___________ and how you feel it could be improved. Please be as frank as you can. Your feelings about and reactions to the program will be appreciated.

FOR PARENTS OF JUNIORS begin the interview with:

I am part of a team that is studying the program for deaf students at the BOCES Center. I want to talk with you about _________ and how you think the program has affected his/her social life. I'd like to have you tell how you think the program has affected _______________'s behavior, attitudes, and the friends he/she has made.

PART I

1. "What have been the major benefits of _________'s attending BOCES?"

2. "What have been the disadvantages of __________'s attending BOCES?"

3. "In what ways do you think the program at BOCES could be improved?"

4. a. "What types of information did you receive concerning __________'s work at BOCES?"

______ Periodic report cards and grades.

______ General information and evaluation (state how received).

______ Individualized evaluation and planning (state with whom).

______ Other (specify)

b. "What types of information would you have liked to have received about ___________ as he/she was progressing through the program?"

_____ Periodic report cards and grades.

_____ General information and evaluation (state how received).

_____ Individualized evaluation and planning (state with whom).

_____ Standardized testing

_____ Parent conference

_____ Counseling for parents and their child

_____ Other (specify)

5. "Have you recommended the BOCES program to other parents?" Yes __ No __

If yes, "How often?"

"To other parents of deaf children?" Yes __ No __

If yes, "How often?"

"To other parents of hearing children?" Yes __ No __

If yes, "How often?"

6. "What help did _________ receive at the BOCES Center that wouldn't have been available at (home school)?"

7. "What help was not provided for _______ that you feel should have been available?"

8. a. "As __________'s parent(s), were you ever contacted by the teachers or counselors at BOCES?"

Yes __ No __

b. "What types of contacts were made?"

c. "How often were contacts made?"

9. "How do you believe _________ felt about the BOCES program most of the time?"

☐ Very positive ☐ Generally positive ☐ Neutral ☐ Generally negative ☐ Very negative

10. a. "How did you feel about the BOCES program most of the time?"

☐ Very positive ☐ Generally positive ☐ Neutral ☐ Generally negative ☐ Very negative

b. "If you had to make the decision to send ________ to BOCES again, would you send him/her?"

Yes __ No__

If yes, "Why?"

If no, "Why not?"

11. a. "What does __________ plan to do when he/she graduates?"

____ college ____ technical training ____ job _____ no plans

b. "Do you believe the program has prepared __________ (to pursue what goals or plans are related in response to 11a)

Yes __ No __ Don't Know __ Not Sure __

- If yes, "How?"

If no, "Why not?"

If not sure, explain.

12. "Do you have any other feelings about or reactions to the BOCES program that you want to share?"

Parent: 76-77
77-78

PART II

(Introduction for parents of seniors only)

"Now, I'd like to talk with you specifically about ________'s program and friends at the BOCES Center. I'd like to have you tell how you think the program has affected _________'s social life and the friends he has made.

1. "Have you noted any changes in __________'s behavior since he started attending the BOCES program?"

   Yes __ No __

   "What changes have you observed?"

2. "Have you noted any changes in _________'s attitudes since he started attending the BOCES program?"

   Yes __ No __

   "What changes have you noticed?"

3. a. "Does ________ have hearing friends at the BOCES Center?"

      Yes __ No __

   b. "How did you learn about these friends?"

4. "Has _________ invited BOCES hearing friends to visit your home?"

   Yes __ No __

   If yes, a. for what purposes (or on what occasions)?

   b. how often?

   c. did the friends come?

   If no, a. why do you think ________ has never invited any hearing friends to visit here at home?

5. "Do you think the BOCES program has helped ________

a. to prepare for social interaction at work (college or whatever is appropriate for the plans)?"

Yes __ No __

(Either answer should be explained)

b. to communicate more effectively with hearing people?"

Yes __ No __

(Either answer should be explained)

c. to make friends with hearing people?"

Yes __ No __

(Either answer should be explained)

6. "Did ________ ever compare the friends he has at (home school) with those he has at BOCES?"

Yes __ No __

If yes, "What kinds of comparisons did he/she make?"

G 2
1976-77

1976-77

OBSERVATION FORM
INTERACTION BY STUDENTS
(During Class Time)

Three students are to be observed in an approximate 20 minute period. Each student is to be observed for 5 minutes. (When all deaf students have been observed, repeat the list.) Most notes can be taken during the 5 minutes without losing contact with interactions. More detailed notes are to be added at the end of each 5 minute period. Be careful not to alert any student to the fact that he/she is being singled out for observation.

Use the following in completing the form:

CONTACT NO.: Number these consecutively beginning with one in each 5 minute period.

TIME: Note the time the contact began.

PLACE: Where in the classroom; for example, teacher's desk, other student's desk, near door.

WHO: List the number with whom S has contact and whether hearing or deaf; for example 2H, 1D is 2 hearing persons and 1 deaf person. Use T for interactions involving the teacher and I for those with the interpreter.

SEX: List the sex of the person(s) with whom S has contact; for example 2F, 11

TOPIC: School-oriented or social, be more specific if possible. Use DK (don't know) when appropriate.

INITIATED BY: S = subject O = other

DURATION: In minutes and seconds.

Fill in the amount of time the teacher talked. Add any notes that will be helpful. Be sure to include any contacts by the subject or by others that were ignored. Use the back of the form if necessary.

OBSERVATION FORM
INTERACTION BY STUDENTS
(During Class Time)

CLASS ______________ TEACHER ______________ DATE ________

BOCES ______________ N_T Students ________ N_D Students ________

Student Name ______________

Contact Number	Time	Who	Sex	Topic	Initiated By	Duration	Comments

Amount of time teacher talked (to student or group including student) __________

Student Name ______________

Contact Number	Time	Who	Sex	Topic	Initiated By	Duration	Comments

Amount of time teacher talked (to student or group including student) __________

Student Name ______________

Contact Number	Time	Who	Sex	Topic	Initiated By	Duration	Comments

Amount of time teacher talked (to student or group including student) __________

G3
1976-77

1976-77

PROTOCOL FOR

OBSERVATION OF FRIENDSHIP PATTERNS

Objective #7

The purpose of the observations of the deaf students is to describe the social interaction and friendship patterns between deaf students and their hearing classmates. Observations will be done during class time, during 'breaks' the class may have, before class begins and during clean-up time after 'formal' instruction ends, and in the halls as students go to and from class.

Between the Bus and the Classroom (Before or after class)

For observations as the bus arrives, arrange to meet the bus with the BOCES liaison person so that he/she can point out the student you'll be observing as unobtrusively as possible. Observe the students as he/she goes to his/her classroom.

For observations after class, either leave the classroom with the group of students or be nearby as the class dismisses. (You'll have to arrange to have someone identify the student to you.) Observe the student as he/she goes to the bus.

When the student reaches his/her destination, write up your notes immediately using the appropriate part of the form. Describe in concise detail what interactions the student had with others. Include contacts initiated by subject, contacts initiated by others, contacts that were ignored, approximate amount of time student interacted with others, the tone and feeling within the group and with contacts (happy, flirtatious, shy, nervous, sullen, etc.), the make-up of the group (sex and hearing/deaf), and whether the interaction was school-oriented or social in nature. Add anything that seems important to you.

Within the Classroom (Before or after class)

These observations are to be done before the teacher calls the class to order or after work-related activities and, e.g. during clean-up or while waiting for the dismissal bell. They are to be part of the half-session observations that are scheduled. Therefore, if a teacher is being observed for the first half of the session, you should arrive in the classroom before the students.

If there is more than one deaf student in the room, focus on each in turn for approximately 3-minute periods, noting the beginning and ending time of each period. These are probably the periods when the most social interaction will take place. After each 3-minute period, make quick notes that can be expanded later, and begin observing the next student. If all students are observed before class begins or before the final bell rings, repeat the observations in the same order.

If the observation is done before class, write your notes up as the teacher is calling the class to order. If the observation is at the end of the session, write up your notes immediately after the bell rings and students leave.

Describe in concise detail the interactions each student has with others. Include contacts initiated by the subject, contacts initiated by others, contacts that were ignored, where the interactions took place, approximate amount of time student interacted with others, the tone and feeling within the group and with contacts (happy, flirtatious, shy, nervous, sullen, etc.), the make-up of the group (sex and hearing/deaf), and the general topic of the interaction (social vs. school-related). Add anything that seems important to you.

Within the Classroom (During class)

Deaf students in the classroom are to be observed after each teacher observation (See Observation Directions for Objective 4) and during any break-time the teacher may give the class. This last is true whether the observation is for second half of the session or the first half. Therefore, you will have to find out from the teacher, prior to your observation, when a break takes place.

Each deaf student is to be observed for a period of 5-minutes. After each has been observed and notes written, go back to observing the teacher. If no interaction occurs during a 5-minute observation, note the name of the student and that nothing occurred.

Exception 1: Students are to be observed throughout the entire break-time, if there is one. If all deaf students are observed, before the break ends repeat the list in the same order.

Exception 2: If a "too-good-to miss" interaction involving a deaf student occurs during a teacher observation, stop the teacher observation and observe the student involved.

It is important to include in your notes the approximate duration of time within the observation that the teacher spent talking to the student or group including the student about class-related matters. This is time in which no (or few) social contacts will be taking place.

Include in your notes where the interactions took place, who was involved (N_T, N_D, sex and whether the teacher was included, the topic (school-related vs. social) and who initiated the contact. If it is appropriate, note the tone and feeling of the contact(s). Add anything that seems important to you.

1976-77

G 2
1976-77

OBSERVATION FORM
SOCIAL CONTACTS
(Outside Classroom, Before and After Class, In Classrooms)

Observe the student for 3 minutes. Then fill in the data as completely as possible. BE UNOBTRUSIVE. If possible, in the halls have a team member or other person walk with you and appear to make conversation, if necessary. When filling in data, the two of you can appear to be talking over a mutual problem with the form. If you're alone, DON'T fill out the form in view of the student or group. In the classroom, tallies and short notes may be able to be made unobtrusively during the 3 minute period.

When the form is complete, either (1) continue with the same student or (2) use the next deaf (hearing) student you find. Alternate sex if possible.

Name of student (find out later if necessary) ______________________

Grade level ________ Exact time ____________

Place ______________________ Reason for student to be here ______________________

If student is in group: N_T in group _______ N_D _______ Sex of group: M__ F__

Group interaction: School-oriented __ Social____

Number of contacts outside group: Social ____ (D__ H__) School-oriented ____ (D__ H__) DK ____ (D__ H__)

NOTES: Describe in detail the 3 minutes. Include contacts initiated by subject, contacts initiated by others, which contacts were ignored, approximate amount of time S interacted with others, the tone and feeling within the group and with contacts (happy, flirtatious, shy, nervous, sullen, etc.). Add any comments you wish to make.

G3
1977-7

OBSERVER'S GUIDE
FOR THE
ASSESSMENT OF SOCIAL AND WORK INTERACTION
BETWEEN DEAF AND HEARING BOCES PUPILS

Objective 7

1977-78

PURPOSE OF THE OBSERVATION

The purpose of the observation is to describe the social and work interactions etween deaf pupils and their hearing classmates. Specifically, the observations ocus on two dimensions of their interaction: (1) the conditions of the interaction ncluding the nature, location, length and tone (or feeling) of the interaction and 2) the means of communication used in the interaction.

Data from the first year of the project seems to provide evidence to show that ost of the friendships formed by deaf students in their occupational education exerience are of an "in-school" variety. Few friendships developed in the BOCES nvironment that were maintained in any continuing way outside the school. Those hat were identified seemed casual and contacts in the home or community were quite imited. Very few, if any, "close friendships" outside the school environment were dentified. It seems appropriate, therefore, to assume that any friendships formed riginated in the classroom and that these friendships and their social implications re relatively restricted to the contacts that are made between deaf and hearing tudents in the school (or classroom) environment. Further, it seems that any ocial gains or benefits accruing the deaf pupils are the result of classroom conacts with hearing peers and teachers. Since first year data suggests that work nitiated interactions exceed social initiated interactions, it seems appropriate o focus primarily on the interactions between deaf and hearing in their work nvironment - the classroom.

Since the number of target deaf students in any class in any of the four esearch sites is relatively small, observations of all the deaf students in a lass can be made simultaneously. Your observation will last one hour depending n the nature of the session and its appropriateness in meeting the purposes of he observation. You should plan to be in the classroom ready to observe at least minutes before the pupils arrive (if the observation period coincides with the eginning of class) and you should stay with the class until all pupils have dearted (if the observation period coincides with the end of the class). You should e prepared to substitute another observation if the nature of the class activity oes not seem sufficiently worthwhile in meeting the purposes of the observation.

You should arrange to meet briefly with the teacher prior to the observation o (1) introduce yourself and (2) explain your purpose. You may need help (or dvice) from the teacher in selecting the best location for your observation since he best vantage point may depend on the instructional plans of the teacher for the ession. Also, if you should be sure to identify, with the help of the teacher if ecessary, the deaf students who you will be observing. Further, you should request hat your presence be unannounced or that any such attention be limited to your resence as a visitor or general class observer.

The remainder of this guide will alert you to the information which should be oted on the Guided Observation form.

COVER SHEET

Record the basic information such as class, session, teacher's name, BOCES location and class size (N_T = total number of students in the class and N_D = the number of all deaf pupils enrolled, including other deaf students who are not considered target subjects, in the spaces provided). Students in the target population who are enrolled and present in the class should be listed by name, as a first or second year BOCES pupil, and coded (these codes will be used in recording interaction data involving these pupils).

The room description should include all information which can be helpful in understanding how the class session was conducted, how activities in the class evolved, how the pupils participated and how they interacted with each other.

The seating arrangement should show pupil desks and/or work stations and should show how each deaf pupil was seated in relation to other deaf pupils and their hearing classmates. The observer should also note his/her station for the observation.

In the section for other information you should note any other data, reactions or comments which may be helpful in analyzing or understanding the nature of the observation and the interactions recorded.

The length of observation should be accurately reported (in minutes). Be sure to note the time you begin and end your observation noting the time in the space at the bottom of the cover sheet.

The form provides space for recording information on eighteen (18) interactions including the method(s) of communication used and the conditions of the interactions. The spaces for recording the interaction information are numbered to facilitate the recording process.

THE COMMUNICATION DIMENSION

All the communications of the target deaf pupils with other deaf and hearing pupils are to be recorded on the communication check sheet (page 1). You will note that the sheet provides space for recording 18 interactions (use additional pages if necessary). You are concerned only with interactions involving the target deaf pupils. For each interaction you will record the initiator and the target (or audience) of that initiation.

Interaction: a behavior by one pupil directed toward another pupil and responded to in some way by the second pupil.

Initiation: the initial or first behavior by one pupil directed toward another pupil.

Reaction/Response: the consequent reaction by the target pupil to an initiation made by the first pupil.

Thus, an interaction is composed of (1) the initiating behavior, (2) the consequent response, and (3) any subsequent action-reaction sequences until the contact is ended. An interaction is ended when either student leaves the location, turns his/her back on the other, or when no conversation occurs for a period of time (20-30 seconds, perhaps). These definitions should be helpful to the observer in making decisions about when and interaction occurs, who was the initiator and the "target," when an interaction terminates, and the approximate duration of the contact. Also, it is important for the observer to focus on a target individual as specified in the observation guidelines, This allows for the observer to reliably notice and record initiations. Although most interactions will involve only two pupils, a pupil may initiate to a group.

When a contact is ignored, the strict definition of an interaction has not been met. However, on the recording sheet, this occurrence would be recorded in sequence as an interaction, i.e., the initiator's communication method (p. 1) and the behaviors composing the "contact ignored" category (p. 2) would be recorded in the appropriate columns/rows.

It is important for you to use the coded designation for each deaf pupil. The following coding system should be used. These symbols make it possible to distinguish among the deaf and hearing and to establish sex identity in the interaction. Also, these symbols can be used in establishing code names for target deaf pupils.

D = deaf

D_M = deaf male

D_F = deaf female

D_M^1 = code name for target deaf male

D_F^1 = code name for target deaf female

D_M^2 or D_F^2 = code name for a second deaf target male or female

H = hearing

H_M = hearing male

H_F = hearing female

H_{1F}^{2M} = hearing group of 2 males, 1 female

H_{2F} = 2 hearing females

In identifying the initiator ofeach interaction on page 1, the appropriate symbol would be entered in the first row for the initiator and in the second row for the target pupil. The means of communication will be recorded for each interaction. In the appropriate interaction column, all communicative techniques used by the interaction participants should be designated using the code system desired. There may be one, several, or a simultaneous combination of communication methods observed. All should be recorded. It is important to record whether deaf, hearing, or both parties use particular communication methods. In making this distinction on the record sheet, be sure to use the code symbols for deaf and hearing subjects.

Gestures are different from dramatization. The following definitions should help you make this distinction.

Gesture: nod, shrug, hand movements that usually (although not necessarily) supplement speech; single action; can involve whole body but more often include only particular body parts (e.g., hands, head).

Example: H says "key" and makes turning gesture

Dramatization: the planned dramatization of an idea or the use of an object utilizing a set of actions usually involving the use use of the whole body to communicate a specific idea (a charade); the more affective, casual, on-going effort to communicate in a continuous fashion (a pantomime).

Example: H showed the use of a crowbar (charade)
H mimed with D about the teacher's demonstration in class

THE CONDITIONS DIMENSION

Pages 3-5 of the Guided Observation form provides space for recording information concerning the conditions for each interaction. The spaces provided are large enough for you to sufficiently record any details that were observed during the interaction. Additionally, the space for narration allows some flexibility to record important and particular occurrences. The labels of the boxes will serve as cues for the kind of information you should be reporting.

Following are some specifications and examples of the details which you should look for and record.

A. Social or work-related orientation: Insofar as possible, you should try to make a distinction between social or work oriented interactions providing any other specific data which can clarify the nature of the exchange. If the interaction is work related, you should note if the students are giving or receiving help, directions, explanations about an assignment, help in carrying out a task, or whether demonstrations or work techniques or skills occur. Cues for this kind of behavior may be pointing to the equipment or showing a machine part or finished product. If the interaction is social in nature, you should note, insofar as possible, the topic of conversation (boyfriends, parties), whether laughter or joking occurs, etc.

B. Location: Refers to areas within the classroom or the shop/lab including the student's desk or work area, the teacher's desk, the supply room, sink or wherever.

C. Length of interaction: You should note the length of time over which the interaction occurred estimating as closely as possible the total lapse of time (seconds, minutes) for the interaction. The definitions of interaction components will help the observer determine starting and stopping time points.

D. Atmosphere, tone, or feeling: This calls for your subjective account of the tone or feeling accompanying the interaction (such as "happy," "flirtatious," "sad," "hostile"). Provide sufficient detail so that the general tenor, tone, atmosphere or feeling pervading the interaction can be accurately interpreted and analyzed.

E. Contacts ignored: When an initiation is not responded to, you should record the behaviors and circumstances surrounding this "rejection." Not knowing that someone just spoke (in the case of a deaf student) as opposed to outright refusal to respond, or turning the back, or making a statement like "go away" are clearly different and have distinct implications for any assessment of social interaction. Contacts ignored is an important category and requires your careful observation. Therefore, be sure to record any initiation which is ignored (or unnoticed) and add as much detail as necessary to understand the circumstances which caused you to record it as an "ignored" initiation.

Other information: There may be other behaviors, circumstances or personal characteristics (e.g., introvert, extrovert) associated with the interaction which you feel should be noted. This space should be utilized to note any aspect of the interaction which you feel is not covered elsewhere but which should be recorded and considered in interpreting and analyzing the interaction data. This space should not be utilized as additional writing space for noting information required in other columns. Use the back of the sheet whenever additional space is needed.

If any unusual or different occurrences seem important, these should be recorded on a blank sheet and attached to your Observer's Record form. If a teacher indicates that a session was unusual or in some way gives evidence that may identify the session as atypical, you should record such information on an attached sheet. There may be other such circumstances which you feel should be explained/described on an attachment.

G3
1977-78

OBSERVER'S RECORD FORM

for

Assessing the Social and Work Interactions Between Deaf and Hearing BOCES Pupils

ss______________________________ Session 1_ 2_ 3_ Fall____ Spring____

cher____ BOCES______________________________________

__ N_D___

Names of students observed	1st yr.	2nd yr.	Code

n Description

Seating/Work Arrangement

er Information:

erver____________________________________ Date____________________ Length of Observation

teraction OMMUNICATION	1	2	3	4
nitiator				
arget				
. Verbal/Manual				
1. Speech				
a. talk slowly				
b. mouth words, enunciate				
2. Sign				
3. Fingerspelling				
4. Writing				
a. on paper				
b. blackboard				
c. palm of hand				
d. in air				
e. other				
. Body Language				
1. Gestures				
a. hand movements				
b. nods				
c. tapping				
d. shrugs				
2. Pointing				
a. blackboard				
b. book, handout				
c. model, machine				
d. other persons				
e. other				
3. Showing (presentation of object with eye contact)				
4. Facial Expressions				
a. smile				
b. raised eyebrows				
c. other				
5. Dramatization				
6. Other (specify)				

Interaction CONDITION	1	2	3	4
Social or Work Orientation				
Location				
Length of Interaction				
Atmosphere, Tone, or Feeling				
Contacts Ignored				
Other Info.				

Interaction OMMUNICATION	5	6	7	8
itiator				
rget				
Verbal/Manual				
1. Speech				
a. talk slowly				
b. mouth words, enunciate				
2. Sign				
3. Fingerspelling				
4. Writing				
a. on paper				
b. blackboard				
c. palm of hand				
d. in air				
e. other				
Body Language				
1. Gestures				
a. hand movements				
b. nods				
c. tapping				
d. shrugs				
2. Pointing				
a. blackboard				
b. book, handout				
c. model, machine				
d. other persons				
e. other				
3. Showing (presentation of object with eye contact)				
4. Facial Expressions				
a. smile				
b. raised eyebrows				
c. other				
5. Dramatization				
6. Other (specify)				

Interaction CONDITION	5	6	7	8
Social or Work Orientation				
Location				
Length of Interaction				
Atmosphere, Tone, or Feeling				
Contacts Ignored				
Other Info				

Interaction MMUNICATION	9	10	11	12
itiator				
rget				
Verbal/Manual				
1. Speech				
a. talk slowly				
b. mouth words, enunciate				
2. Sign				
3. Fingerspelling				
4. Writing				
a. on paper				
b. blackboard				
c. palm of hand				
d. in air				
e. other				
Body Language				
1. Gestures				
a. hand movements				
b. nods				
c. tapping				
d. shrugs				
2. Pointing				
a. blackboard				
b. book, handout				
c. model, machine				
d. other persons				
e. other				
3. Showing (presentation of object with eye contact)				
4. Facial Expressions				
a. smile				
b. raised eyebrows				
c. other				
5. Dramatization				
6. Other (specify)				

nteraction CONDITION	9	10	11	12
Social or Work Orientation				
Location				
Length of Interaction				
Atmosphere, Tone, or Feeling				
Contacts Ignored				
Other Info				

Interaction COMMUNICATION	13	14	15	16
Initiator				
Target				
I. Verbal/Manual				
1. Speech				
a. talk slowly				
b. mouth words, enunciate				
2. Sign				
3. Fingerspelling				
4. Writing				
a. on paper				
b. blackboard				
c. palm of hand				
d. in air				
e. other				
II. Body Language				
1. Gestures				
a. hand movements				
b. nods				
c. tapping				
d. shrugs				
2. Pointing				
a. blackboard				
b. book, handout				
c. model, machine				
d. other persons				
e. other				
3. Showing (presentation of object with eye contact)				
4. Facial Expressions				
a. smile				
b. raised eyebrows				
c. other				
5. Dramatization				
6. Other (specify)				

Interaction CONDITION	13	14	15	16
Social or Work Orientation				
Location				
Length of Interaction				
Atmosphere, Tone, or Feeling				
Contacts Ignored				
Other Info				

Interaction COMMUNICATION	17	18	19	20
Initiator				
Target				
I. Verbal/Manual				
1. Speech				
a. talk slowly				
b. mouth words, enunciate				
2. Sign				
3. Fingerspelling				
4. Writing				
a. on paper				
b. blackboard				
c. palm of hand				
d. in air				
e. other				
II. Body Language				
1. Gestures				
a. hand movements				
b. nods				
c. tapping				
d. shrugs				
2. Pointing				
a. blackboard				
b. book, handout				
c. model, machine				
d. other persons				
e. other				
3. Showing (presentation of object with eye contact)				
4. Facial Expressions				
a. smile				
b. raised eyebrows				
c. other				
5. Dramatization				
6. Other (specify)				

Interaction CONDITION	17	1	19	20
Social or Work Orientation				
Location				
Length of Interview				
Atmosphere, Tone, or Feeling				
Contacts Ignored				
Other Info				

63

8-79

OBSERVER'S RECORD FORM

for

Assessing the Social and Work Interactions Between Deaf and Hearing BOCES Pupils

Class________________________________ Session 1_ 2_ 3_ Fall ______ Spring____

Teacher____ BOCES_____________________________________

N_T___ N_D___

Names of students observed	1st yr.	2nd yr.	Code

Room Description

Other Information:

Seating/Work Arrangement

Observer____ Date__________________ Time of Observation_________

end

____

beginning

Interaction COMMUNICATION	1	2	3	4
Initiator				
Target				
I. Verbal/Manual 1. Speech				
a. talk slowly				
b. mouth words, enunciate				
2. Sign				
3. Fingerspelling				
4. Writing a. on paper				
b. blackboard				
c. palm of hand				
d. in air				
e. other				
II. Body Language 1. Gestures a. hand movements				
b. nods				
c. tapping				
d. shrugs				
2. Pointing a. blackboard				
b. book, handout				
c. model, machine				
d. other persons				
e. student's work				
f. other				
g. other				
3. Showing (presentation of object with eye contact)				
4. Facial Expressions a. smile				
b. raised eyebrows				
c. other				
5. Dramatization				
6. Other (specify)				
Contact Ignored				

Interaction CONDITION	1 ☐	2 ☐	3 ☐	4 ☐
Social or Work Orientations				
Location				
Duration				
Atmosphere, Feeling, Tone				
Other Information				

Interaction COMMUNICATION	5	6	7	8
Initiator				
Target				
I. Verbal/Manual				
1. Speech				
a. talk slowly				
b. mouth words, enunciate				
2. Sign				
3. Fingerspelling				
4. Writing				
a. on paper				
b. blackboard				
c. palm of hand				
d. in air				
e. other				
II. Body Language				
1. Gestures				
a. hand movements				
b. nods				
c. tapping				
d. shrugs				
2. Pointing				
a. blackboard				
b. book, handout				
c. model, machine				
d. other persons				
e. student's work				
f. other				
g. other				
3. Showing (presentation of object with eye contact)				
4. Facial Expressions				
a. smile				
b. raised eyebrows				
c. other				
5. Dramatization				
6. Other (specify)				
Contact Ignored				

teraction CONDITION	5 ☐	6 ☐	7 ☐	8 ☐
Social or Work Orientations				
Location				
Duration				
Atmosphere, Feeling, Tone				
Other Information				

Interaction COMMUNICATION	9	10	11	12
Initiator				
Target				
I. Verbal/Manual				
1. Speech				
a. talk slowly				
b. mouth words, enunciate				
2. Sign				
3. Fingerspelling				
4. Writing				
a. on paper				
b. blackboard				
c. palm of hand				
d. in air				
e. other				
I. Body Language				
1. Gestures				
a. hand movements				
b. nods				
c. tapping				
d. shrugs				
2. Pointing				
a. blackboard				
b. book, handout				
c. model, machine				
d. other persons				
e. student's work				
f. other				
g. other				
3. Showing (presentation of object with eye contact)				
4. Facial Expressions				
a. smile				
b. raised eyebrows				
c. other				
5. Dramatization				
6. Other (specify)				
Contact Ignored				

teraction CONDITION	9 ☐	10 ☐	11 ☐	12 ☐
Social or Work Orientations				
Location				
Duration				
Atmosphere, Feeling, Tone				
Other Information				

Interaction COMMUNICATION	13	14	15	16
Initiator				
Target				
I. Verbal/Manual				
1. Speech				
a. talk slowly				
b. mouth words, enunciate				
2. Sign				
3. Fingerspelling				
4. Writing				
a. on paper				
b. blackboard				
c. palm of hand				
d. in air				
e. other				
II. Body Language				
1. Gestures				
a. hand movements				
b. nods				
c. tapping				
d. shrugs				
2. Pointing				
a. blackboard				
b. book, handout				
c. model, machine				
d. other persons				
e. student's work				
f. other				
g. other				
3. Showing (presentation of object with eye contact)				
4. Facial Expressions				
a. smile				
b. raised eyebrows				
c. other				
5. Dramatization				
6. Other (specify)				
Contact Ignored				

Interaction CONDITION	13 ☐	14 ☐	15 ☐	16 ☐
Social or Work Orientations				
Location				
Duration				
Atmosphere, Feeling, Tone				
Other Information				

Interaction COMMUNICATION	17	18	19	20
Initiator				
Target				
I. Verbal/Manual				
1. Speech				
a. talk slowly				
b. mouth words, enunciate				
2. Sign				
3. Fingerspelling				
4. Writing				
a. on paper				
b. blackboard				
c. palm of hand				
d. in air				
e. other				
II. Body Language				
1. Gestures				
a. hand movements				
b. nods				
c. tapping				
d. shrugs				
2. Pointing				
a. blackboard				
b. book, handout				
c. model, machine				
d. other persons				
e. student's work				
f. other				
g. other				
3. Showing (presentation of object with eye contact)				
4. Facial Expressions				
a. smile				
b. raised eyebrows				
c. other				
5. Dramatization				
6. Other (specify)				
Contact Ignored				

Interaction CONDITION	17 ☐	18 ☐	19 ☐	20 ☐
Social or Work Orientations				
Location				
Duration				
Atmosphere, Feeling, Tone				
Other Information				

G4
1976-77

SOCIOMETRIC QUESTIONNAIRE

(Objective #7)

1976-77 Form

Name:______________________________ **Sex:** **Male** ___ **Female** ___

Location:__________________________ **BOCES Course:**_______________

Year in BOCES program: **First** __ **Second** __ **Third** __

Instructor:__________________________ **Date:**__________ ____________

Person administering the Questionnaire:______________________________

Each of you knows whom you would enjoy being with in the same grouping for working together, for playing together, for sitting together, or for other occasions. No one can know this as well as yourself.

We shall plan some group activities in the future. We would like to know whom you would like to choose to be in your own group in the following situations. Keep in mind that you can choose any boy or girl who is a member of your present BOCES class, whether he or she is here today or not. Let's give three choices for each situation. Be sure to write down the full name (both the first and last name) of every choice you will give.

Each of you should give the choices according to your true feeling.

A. We shall plan to give you an assignment which will require you to select any three (3) classmates in your present BOCES class to work together on a special project. Which classmates would you like best to work with you?

Write down the person whom you like best on the space for First Choice, the person whom you like second best on the space for Second Choice, and the person whom you like third best on the space for Third Choice.

1. First Choice ______________________________

2. Second Choice ______________________________

3. Third Choice ______________________________

B. We shall plan a field trip that will be a part of your BOCES class activities and you will be going by car. Each car could only hold four people. Which classmates in your present BOCES class would you like best to have in the same car with you?

Write down the person whom you like best on the space for First Choice, the person whom you like second best on the space for Second Choice, and the person whom you like third best on the space for Third Choice.

1. First Choice ______________________________

2. Second Choice ______________________________

3. Third Choice ______________________________

C. Suppose you were to hold a personal party for a special occasion, which classmates in your present BOCES class would you invite?

Write down the person whom you like best on the space for First Choice, the person whom you like second best on the space for Second Choice, and the person whom you like third best on the space for Third Choice.

1. First Choice ______________________________
2. Second Choice ______________________________
3. Third Choice ______________________________

D. Suppose an accident had occurred in your present class, shop, or lab and a classmate had been hurt. Which classmates in your present class do you think would most likely rush to give help to the wounded classmate?

Write down the person who, you think, will most likely rush to give help to the wounded classmate on the space for First Most Likely, the person for Second Most Likely, and the person for Third Most Likely.

1. First Most Likely ______________________________
2. Second Most Likely ______________________________
3. Third Most Likely ______________________________

E. For the following questions, you should write down only one name for each question.

Among your present BOCES classmates,

1. Who is most academically helpful to your classmates?

____

2. Who is most friendly to your classmates?

____

3. Who is most socially helpful to your classmates?

____

4. Who is most competent in giving help to tutor other classmates?

____

G4

Development and Administration
# of the
Sociometric Questionnaire
Grades 11 & 12

(1977-78 & 1978-79)

Development of the High School Student Behavior Rating Scale

Sociometric scales have been used extensively to assess a variety of group behaviors. The majority of sociometric scales in use were developed by the test developers and are made up of behavioral constructs which they defined as relevant to the given environment.

Drs. Lawrence Fisher and Gerald Rubenstein of the University of Rochester, Department of Psychiatry developed a sociometric to be used in the assessment of children at risk to psychiatric disorders. These children were viewed in normal classroom settings. Rather than impose behavioral constructs on the classroom, they determined that school behavior could be judged more appropriately from the classroom student's perspective. The basic approach of this model was employed in the development of this scale.

The initial step in constructing the scale utilized discussion groups. These groups were made up of 11th and 12th grade male and female students. The students volunteered to participate in group discussions concentrating on important characteristics of human relationships and other general concerns of high school juniors and seniors. The average group size was 8 students.

All group discussions were taped. The tapes were translated into 80 one sentence descriptions describing the high school student relationships or behaviors using verbatim reports whenever possible or verbatim reports with slight modification. These 80 descriptions were further refined in a 68 item scale. Some descriptions were deleted because they were redundant or because it was felt they could be misinterpreted by some members of the target population.

The 68 item scale was then administered to 203 junior and senior students in the Webster Central School District. Data from this administration was submitted to an item factor analysis. Analysis was initially performed on the total group, and then broken down by sex.

All three divisions yielded a stable four factor structure accounting for an average of 60% of the total variance. Factors are characterized by the following generic behavioral descriptions: (1) Disruptive and Attention Seeking Behavior; (2) Motivation and Maturity; (3) Social Ability; and (4) Considerate Behavior. The 68 item scale was reduced to 37 items by selecting items with the highest weighting. This would permit easier administration and holds intact the four factor structure and a greater proportion of the variance.

Administration of the Rating Scale

The underlying assumptions of the scale are as follows: (1) the classroom meets regularly; (2) the classroom population has remained stable for a minimum of several weeks; (3) the classroom is larger than 8 students; and (4) the majority of students are juniors and seniors.

The scale is group administered. Materials needed for administration consist of a copy of the scale for each member of the class and a list containing the names of all students who regularly participate in the class activities.

Use the following introduction and instructions in administering the scale to a classroom group.

> "I am conducting a project to learn about classroom populations and more specifically about how people see people in classrooms.
>
> You are all going to receive a list of descriptions. I would like you to think only about people in this class who you think might be most like the descriptions. You are to select one student for each description, but you may use the same name for several descriptions. You cannot use your own name or the classroom teacher. All answers will be kept secret. A class list will be passed out with the descriptions to help you remember the names of everyone in the class. If you feel nobody fits the description, you may leave it blank but try your best to complete all descriptions. Do you have any questions? Please feel free to ask for help at any time."

The administrator should retain a copy of the class list to facilitate scoring. Absent students should be noted. Students may select students if they are not present, but they must be regular class members. Students may rate students on behavior exhibited outside of the classroom setting, but they cannot name any students who are not regular members of the class.

G4
1977-78
1978-79

Sociometric Questionnaire
(1977-78 & 1978-79)

Name________________________________ School (BOCES)________________________

Course____________________________________ Session ____ AM ___ PM

Teacher______________________________ Year in BOCES__________ Age__________

Sex_________ Grade_______________ Date______________________________

For each one of the following descriptions, please pick one student from your class, who is most like the description.

Please try to complete all descriptions.

All answers are confidential.

1. Someone who is sure of him/herself.

2. A person who is a troublemaker.

3. A person who is satisfied with him/herself.

4. Someone who likes to have fun.

5. A person who studies all the time and does nothing else.

6. Someone who gets along well with anyone.

7. A person who follows the rules.

8. Someone who can make people laugh.

9. A person who is not shy.

10. Someone who doesn't care what people think.

11. A person who fools around in class.

12. A person who is responsible.

13. A person who is popular.

14. A person who is smart.

15. A person who is a leader.

16. Someone who fights a lot.

17. A person who cares about other people.

18. A person who is mean to other people.

19. A person who is honest.

20. A person who gossips.

21. Someone who has a good personality.

22. A person who interrupts the class.

23. A person who gets along well with teachers.

24. A person who tries to get to know new people.

25. A person who is understanding.

26. A person who tells the truth.

27. A person who laughs at others.

28. A person who is respected.

29. A person who wants attention.

30. A person who makes fun of other people.

31. A person who finishes his/her work.

32. A person who criticizes other people a lot.

33. A person who has concern for other people's feelings.

34. Someone who pushes other people around.

35. A person who smiles.

36. A person who is open.

37. A person who jokes around.

APPENDIX H

Instrumentation for Objective 8

H-1 Interview Protocol and Schedule for Follow-up Study of Graduates of the School for the Deaf Who Attended BOCES - Pupil Personnel Form

H-2 Interview Protocol and Schedule for Follow-up Study of Graduate of the School for the Deaf Who Attended BOCES - Instructor Form

H-3 Follow-up Study of Graduates of the School for the Deaf Case Study Form (1976-77)

EC123464

H 1

INTERVIEW PROTOCOL

FOR

FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF WHO ATTEND BOCES

Pupil Personnel Form

(Objective #8)

PURPOSE OF THE INTERVIEW

The purpose of the interview is to explore with pupil personnel staff (mainly placement counselors) (1) the educational and job placement of deaf BOCES graduates, (2) the procedures or practices counselors use in placing deaf students in jobs or in higher education, and (3) the problems counselors have encountered in accomplishing these placements.

T The Interview Protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule, on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, exploring related areas, and gathering materials which should be picked up at the time of the interview.

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines.

1. The cover sheet of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish your reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanations or additional conversation is essential to conduct the interview then you should take whatever additional time is necessary. In these instances, you should note on the cover sheet of the Interview Schedule the types of additional information that were either solicitied or provided, the nature or content of any additional conversation and and the length of time involved before you were able to proceed with the interview.

2. The Interview Schedule consists of dichotomous ("yes"-"no"), open-ended, and multiple checklist questions. There may be a wide variety of procedures, techniques, or other information which are used by different counselors. You will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow the responses of the interviewee being careful not to suggest answers or bias the nature of their response.

3. Those questions yielding a "yes"-"no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes"-"no", you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee. Therefore, your judgment in those questions requiring a "yes"-"no" response becomes the final determinant as to how they are coded. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question reserving the classification of the response on the interview schedule for when you have completed that portion of the interview.

4. Supplementary information materials that are collected as a part of the interview should be identified on the Interview Schedule and numbered to correspond with the question. Information concerning their use or relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all mateiials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

5. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissable to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly thereafter and before another interview is undertaken. This will avoid confusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

SPECIFIC INFORMATION

You are going to explore the areas of information which have been mentioned in the section entitled PURPOSE OF THE INTERVIEW. Whenever necessary refer to that section to keep your objectives in mind.

Question 1

This question explores the role of the interviewee concerning the placement of deaf students who graduated from BOCES programs. If the interviewee is involved in placing deaf students, you should explore the types of placements he/she is involved with. You should check the appropriate box (or boxes), based upon the response of the interviewee. If the interviewee is NOT involved in placements, identify the name and job title of the person (or persons) who is or has been involved in placing deaf students. White down the name and report it to the Team Leader. If the interviewee is not involved in the placement of students, terminate the interview at this point.

Question 2

This series of questions focuses on the procedures or practices that the interviewee normally uses to place deaf students. It also explores the problems that are encountered in making student placements.

Question 2a. This question explores the procedures or practices that are used by placement counselors in making higher education placements for deaf students who have graduated from the BOCES program. You should identify the practices that are employed in helping students identify appropriate programs of study and make application for admission. See explicit information concerning any counseling that is provided for students and parents, determine how higher education programs are evaluated and ascertain the nature of counselor, student and parent involvement in making decisions about applying for and/or attending institutions of higher education. Ascertain as much detail as possible about procedures used that encourage students to visit institutions of higher education in which they are interested and how they are helped to prepare for such visits. Identify all other procedures or practices that are used to provide students/parents with information about institutions of higher education including when such information is made available and how.

Question 2b. This question explores any problems that the placement counselor has encountered in helping students make decisions about applying for getting ready to attend institutions of higher education. Use direct questioning and seeking examples leads to obtain specific information or illustrative examples of the types of problems that have been encountered in providing information to students and parents, in preparing students for the application process or in making preparations for attendance.

Question 2c. This question focuses on the procedures employed in helping students locate and secure jobs. You should identify and describe these practices that are used in helping students locate job opportunities or learn how to locate job openings, prepare for job interviews, and get ready to take a job. Ascertain if the placement officer contacts employers prior to job placement and after placement for follow-up purposes. Obtain specific information concerning the practices used, the point in the educational program when they are introduced and the extent to which students, parents and others (teachers, pupil personnel workers) are involved.

Question 2d. This question seeks to identify the types of problems that are encountered in placing deaf students in jobs. You should describe the problems in as much detail as possible. Seek specific examples of the types that have been encountered and identify how they have been resolved. Be particularly sensitive to data that may reflect the nature of employer attitudes toward hiring deaf workers and describe how the placement officer works with these problems in making placements.

Question 3

This series of questions explores the relationship between the student's training program and the student's job or higher education placement.

Question 3a. This question probes the perception of the interviewee concerning the relationship of BOCES training and the jobs that the graduates of the different programs obtain. This question requires a general response (yes or no) and attempts to identify whether the majority of graduates find jobs related to the BOCES job training they received. It is possible that the interviewees may differentiate among the placements for different types of programs. These differences should be noted explicitedly. Question 3a(1) seeks an estimate of the percentage who get jobs related to their training. If percentages are different for the various programs of study, record all estimates by program. In Question 3a(2), identify the different types of jobs that deaf students tend to get as graduates of the different programs. Be as specific as possible in listing job titles. Where titles are unknown, describe the type of work or duties they perform.

Question 3a(3). If the majority ofdeaf students are not getting jobs reltaed to their training at BOCES (a "No" answer), seek the reasons for this in Question 3a(3). Use probing and direct questioning to explore the reasons given being sure to obtain information relative to employer attitudes toward hiring deaf workers, labor market conditions and placement counselor involvement in trying to improve the placement of graduates in jobs for which they are trained.

Question 3a(4). You should identify the specific job titles in which BOCES graduates are placed. Use probing or direct questioning to explore why they are able to get these jobs rather than those for which they are trained. If the placement of deaf students in any job seems to be the general problem, explore the experiences of the placement officer obtaining specific illustrations of the problems that have been encountered.

Question 3b. This question explores the perception of the interviewee about the relationship of the BOCES training to the programs of higher education in which deaf students have been placed in the past. It is possible that graduates of some programs may tend to pursue advanced study in institutions of higher education while graduates of other programs elect to pursue a different course of study. Report all such trends that may tend to qualify a "yes" or "no" response.

Question 3b(1) and 3b(2). Obtain an estimated percentage of students who pursue the advanced study of their BOCES training. Since it is likely that differences may be associated with the different BOCES courses of study, record these differences as you obtain information concerning the differant types of higher education courses they pursue.

Questions 3b(3) and 3b(4). Question 3b(3) probes the reasons why deaf students pursue different types of training in higher education. Use probing and direct questioning to get specific information concerning the attitude of the placement counselor toward the different institutions of higher education that the deaf graduates of the school tend to attend exploring how these attitudes may be significant in interpreting the data secured for 3b(3) or 3b(4).

Question 4

Questions 4a and 4b. This question seeks information concerning those students who have withdrawn from the BOCES program. Use probing, clarification and direct questioning to identify the reasons for student withdrawal from the BOCES programs. Use seeking examples leads to obtain illustrative examples. Be sure to identify any courses of study where withdrawal may be more frequently noted. The percentage of students who withdrawn from BOCES programs (Question 4b) can be an estimated response unless record data can be used to provide a more accurate response. You should note the period of time (one year - 1976-77; two years 1975-77) which the percentage response represents.

Question 5

This question seeks to identify the person who provides the major help in placing deaf BOCES graduates in program-related post-secondary training opportunities. You should check the box representing the individual who provides the major help in such placements. You have probably obtained information in Question 2 (practices) that describes the involvement of appropriate people and school personnel. Use the "Comments" section to report any relationships between the person checked as "major" and others who may also have a significant role in post secondary program placement.

Question 6

This question focuses on the person who provides the major help in placing deaf BOCES students in program-related employment. Follow the same procedues employed in Question 5 to report responses.

Question 7

This question seeks information concerning the percentage of deaf students who graduated from BOCES programs and who are unemployed. Identify the courses of study from which this group of deaf students graduated.

Question 8

This question explores the reasons why deaf students who have graduated from BOCES are unemployed. Check all the appropriate boxes and identify the major reason for being unemployed by writing down "major reason" at the end of that alternative choice. Use seeking examples and probing leads to obtain more specific information. Record all such information in the space following the question.

H1

INTERVIEW SCHEDULE

FOR

FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF WHO ATTENDED BOCES

Pupil Personnel Form

(Objective #8)

Interviewee________________________________ Sex: Male __ Female __

Title of Position__________________________ School__________________________

Location___________________________________ Date____________________________

Interviewer________________________________

BEGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together we are interested in (1) exploring with you the relationship between their programs in BOCES with the job they have (or are seeking) or the type of training they are pursuing in higher education, (2) the procedures or practices you use in placing students in jobs or in higher education, and (3) the problems you have encountered in accomplishing these placements. I will ask you one question at a time. Please answer all questions to the best of your knowledge. Do you have any questions about our meeting before you begin?"

After any questions or further explanations have been dealt with, proceed with the interview.

"We are interested in obtaining information concerning the type of job or higher education placements secured by deaf students who completed or who withdrew from the BOCES occupational education program. I'd like to explore what procedures or practices are used or involved in making job or higher education placements, and to explore what problems are encountered in making these placements."

1. INVOLVEMENT

"Are you involved in the placement of deaf students who graduated from BOCES programs?"

YES __ NO __

If the response is YES, then ask:

"What type of placements are you involved with?"
(Check the appropriate box)

☐ Higher education placement

☐ Job placement

☐ Both

☐ Other (describe)

2. PROCEDURES AND PROBLEMS IN PLACEMENT

a. "What procedures (or practices) are used in making higher education placements for deaf students who have graduated from the BOCES program?"

program

b. "What problems are encountered in making these higher education placements?"

c. "What procedures (or practices) are used in making job placements?"

d. "What problems are encountered in making job placements?"

3. THE RELATIONSHIP OF TRAINING TO JOBS OR HIGHER EDUCATION

a. "Let's talk about the deaf students who have graduated from the BOCES program and are working. Do you think that the majority of these graduates are employed in the jobs that are related to their BOCES training?"

YES __ NO __ DON'T KNOW __

If the response is YES, then ask 3a(1) and 3a(2).

(1) "What percentage of deaf students is employed in jobs that are related to their training?"

(2) "What kinds of jobs do these graduates get?"

Year BOCES program No. Job

If the response is NO, then ask 3a(3) and 3a(4).

(3) "Why don't these graduates get jobs related to their BOCES training?"

Year program

(4) "What kinds of jobs do these graduates get?"

b. "Now let's talk about the deaf students who were graduated from BOCES programs and went on to post-secondary training. Do you think that most of them are continuing with courses of study which are related to their BOCES training?"

YES __ NO __ DON'T KNOW __

If the response is YES, then ask 3b(1) and 3b(2)

(1) "What percentage of them are in the courses of study which are related to their BOCES training?"

Year [illegible] %

(2) "What kinds of higher education program do they pursue?"

If the response is NO, then ask 3b(3) and 3b(4)

(3) "Why don't these graduates pursue programs related to their BOCES training?"

(4) "What kinds of courses do they pursue?"

4. "Do you know of deaf students who have withdrawn from the BOCES program?"

YES __ NO __ DON'T KNOW __

If the response is YES, then ask:

a. "Why did they withdraw from the BOCES program?"

b. "What percentage of students do you believe withdraw from the BOCES program?"

5. "Who provides the major help in placing deaf BOCES graduates in program-related post secondary training opportunities? (Check appropriate box)

☐ a. Placement counselor at the School for the Deaf

☐ b. Placement counselor at BOCES

☐ c. OVR counselor

☐ d. Parents of deaf students

☐ e. Student himself/herself

☐ f. Guidance counselor at the School for the Deaf

☐ g. Guidance counselor at BOCES

☐ h. Other (specify) ______________________________

Comments:

6. "Who provided major help in placing deaf BOCES graduates in program-related employment?" (Check the appropriate box)

☐ a. Placement counselor at the School for the Deaf

☐ b. Placement counselor at BOCES

☐ c. OVR counselor

☐ d. Parents of deaf students

☐ e. Student himself/herself

☐ f. Guidance counselor at the School for the Deaf

☐ g. Guidance counselor at BOCES

☐ h. Other (specify) ____________________________

Comments:

7. "What percentage of deaf students who graduated from BOCES programs are unemployed?"

8. "Of those deaf students who are unemployed, what are the reasons for being unemployed?" (Check the appropriate boxes)

☐ a. lack of practical experience

☐ b. poor work attitudes

☐ c. poor health

☐ d. being a housewife

☐ e. social adaptation problems

☐ f. communication difficulties

☐ g. inadequate job seeking information

☐ h. poor job seeking skills (interviewing, etc.)

☐ i. inadequate job training (poor skills)

☐ j. other (describe)

H 2.

INTERVIEW PROTOCOL

FOR

FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF WHO ATTENDED BOCES

Instructor Form

(Objective #3)

PURPOSE OF THE INTERVIEW

The purpose of the interview is to explore the procedures or practices that instructors use in placing deaf students in jobs or in higher education and the problems, if any, that they have encountered in accomplishing these placements.

The Interview Protocol will help you to structure the format and procedures for conducting the interview. It will be used in conjunction with the Interview Schedule on which all information obtained during the interview will be recorded. The protocol will provide you with suggestions for obtaining information, explorin related areas, and gathering materials which should be picked up at the time of the interview, if possible.

GENERAL INFORMATION

In preparing for and conducting the interview, it is necessary for you to adhere to the following general guidelines:

1. The cover sheet of the Interview Schedule provides for you to introduce yourself and the purpose of the interview. This brief introduction should serve to establish you reasons for wanting to meet with the interviewee. Further, it should help to put the interviewee at ease and help in establishing rapport. If, however, you feel that further explanations or additional conversation is essential to conduct the interview, then you should take whatever additional time is necessary. In these instances, you should note on the cover sheet of the Interview Schedule the types of additional information that were either solicited or provided, the nature or content of any additional conversation and the length of time involved before you were able to proceed with the interview.

2. The Interview Schedule consists of dichotomous ("YES"-"NO"), checklist, and open-ended questions. Because of the wide variety of information which may be identified, you will need to use direct questioning, probing and seeking examples frequently to elicit sufficiently specific information and examples. In using these interview leads, you should try to follow the responses of the interviewee, being careful not to suggest answers or bias the nature of their response.

3. Those questions yielding a "yes"-"no" response should not be coded until you have completed the question. Although the interviewee may respond with a definitive or an implied "yes" or "no," you should seek explanations through seeking examples, clarification, direct questioning or probing leads until you are satisfied that you have a response which most clearly represents the behavior or the beliefs of the interviewee. Therefore, your judgment in those questions requiring a "yes"-"no" response becomes the final determinant as to how they are coded. Therefore, you should use interviewee responses as a basis for pursuing the elements or intent of the question, reserving the classification of the response on the Interview Schedule for when you have completed that portion of the interview.

4. Supplementary information materials that are collected as a part of the interview should be identified on the Interview Schedule and numbered to correspond with the question. Information concerning their use or relevance to the question should be detailed on the Interview Schedule or on the document. While all documents can be helpful in assessing the interview information, materials which are unclassified or unexplained can create confusion and misunderstanding. Please be sure that all materials are securely attached to the Interview Schedule to avoid loss or misplacement of such documents.

5. Ordinarily, it will be necessary to make notes during the interview. If, however, this does distract the interviewee, it is permissible to reserve your notetaking until the interview is completed. However, you should complete the Interview Schedule promptly thereafter and before another interview is undertaken. This will avoid confusing interview responses and insure more accurate recollections. Insofar as possible, however, the Interview Schedule should be maintained during the actual interview session.

SPECIFIC INFORMATION

The purpose of the interview, the general guidelines for conducting the interview, and the techniques to handle the different types of questions in the Schedule have been provided in the previous pages. You should refer to those sections whenever you need help in determining how to lead the interview to obtain the necessary information.

Section 1: Involvement

Question a. This question is designed to check if the interviewee is or has been involved in the placement of deaf students who graduated from his/her class. If the interviewee is indeed involved in placing his/her deaf students, you should pursue all questions in this form. If the interviewee does not have any involvement in the placement, then you will not need to continue the interview because the questions in the form will become inappropriate for him/her.

Question a(1). This question seeks information on the types of placements in which the interviewee is involved. You need to make a check in the appropriate box. If the interviewee is involved in both the higher education and job placements, you should make only one check in the box for "Both" but no check in other boxes. If the interviewee is involved in the type of placements other than those two mentioned, probe and write it down on the space provided.

Question a(2). This question seeks information regarding the number of students that the interviewee has helped place. You should separate the number for each category, and record on the appropriate space.

Section 2: The Procedures and Problems in Placement

Question a. This question focuses on the procedures or practices that the interviewee has used to help place his/her deaf students in higher education. Use direct questioning, probing or seeking examples to explore the procedures as much in detail as possible. If the interviewee is not involved in higher education placement, you should skip this question as well as Question b and move on to Questions c and d.

Question b. This question explores the problems that the interviewee has encountered while he/she makes the higher education placement. You should obtain as much information in detail as possible, using the techniques such as direct questioning, probing, seeking examples, and so on.

Question c. This question focuses on the procedures or practices that the interviewee has used in helping place his/her deaf students in jobs. You should probe the procedures in detail and record whatever procedures that the interviewee has used. If the interviewee is not involved in job placement, you should skip this question as well as Question d because these questions will not be appropriate for him/her.

Question d. This question explores the problems that the interviewee has encountered in helping place his/her deaf students in jobs. Use direct questioning, probing, and/or seeking examples to seek information in detail, and record as much detail as possible.

H2

INTERVIEW SCHEDULE
FOR
FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF WHO ATTENDED BOCES

Instructor Form

(Objective #8)

Interviewee______________________________ Sex: Male __ Female __

Course taught______________________________ School______________________

Location______________________________ Date______________________

No. of semesters teaching deaf students (including this semester)________

No. of deaf students taught (including this semester)______________

Interviewer______________________________

BEGIN THE INTERVIEW WITH:

"I am (your name). I'm with the Occupational Education Project that is studying the participation of deaf students in the BOCES Occupational Education Center. In our time together we are interested in exploring with you (1) the procedures or practices you use in placing students in jobs or in higher education, and (2) the problems you have encountered in accomplishing these placements. I will ask you one question at a time. Please answer all questions to the best of your knowledge. Do you have any questions about our meeting before you begin?"

After any questions or further explanations have been dealt with, proceed with the interview.

"We are interested in obtaining information concerning the type of job or higher education placements secured by deaf students who completed the BOCES occupational education program. I'd like to explore what procedures or practices are used or involved in making job or higher education placements, and to explore what problems are encountered in making these placements."

1. INVOLVEMENT

   a. "Are you involved in the placement of deaf students who graduated from your class?"

      YES __ NO __

      If the response is YES, then ask:

      (1) "What type of placements are you involved with?" (Check the appropriate box)

         ☐ Higher education placement

         ☐ Job placement

         ☐ Both

         ☐ Other (describe) ____________________

      (2) "How many deaf students have you placed . . .

         (a) . . . in higher education? ______

         (b) . . . in a job?" _____

         (c) . . . other?" _____

2. PROCEDURES AND PROBLEMS IN PLACEMENT

   a. "What procedures (or practices) have you used to help place your deaf students in higher education?'

   b. "What problems have you encountered in making these higher education placements?"

c. "What procedures (or practices) have you used to help place your deaf students in jobs?"

d. "What problems have you encountered in helping place your deaf students in jobs?"

FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF
Case Study Form
(Objective #3)

ame of student__________________________ Date__________

ame of School for the Deaf__________________________ Date of Graduation_

rogram: ☐ BOCES ☐ Academic ☐ Work-Study ☐ Other (specify:__________________)

f BOCES, course studied __________________________

Status (Please check one)	1976-7		1977-8		1978-9	
	Fall	Spring	Fall	Spring	Fall	Spring
I. Receiving higher education						
II. Receiving post-graduate training at BOCES						
III. Receiving training in a sheltered setting						
IV. Being employed by others						
V. Being employed by family						
VI. Being self-employed						
VII. Being employed in a sheltered setting						
VIII. Being unemployed						
IX. Other (specify:__________________)						

TORY OF PLACEMENT (Please record all placement activities that the student has had since his/her graduation. Write Not Applicable (N.A.) if the item is not relevant.)

I. Higher Education (such as NTID, Gallaudet, TVI, etc.)

Date (From, To)	Institution Name & Phone	Institution's Address	Course of Study
	Phone:		
	Phone:		
	Phone:		

Placement made by ______________________________

Procedures involved in making higher education placement. ______________________________

____

Problems, if any, connected with higher education placement. ______________________________

____

II. Post-Graduate Training at BOCES

Date (From, To)	Institution Name & Phone	Institution's Address	Course of Study
	Phone:		
	Phone:		

Placement made by ______________________________

Procedures involved in arranging post-graduate training at BOCES. ______________________________

____

Problems, if any, connected with the placement for post-graduate training at BOCES. ______

______

III. Training in a Sheltered Setting

Date (From, To)	Agency Name & Phone	Agency's Address	Field of Training
	Phone:		
	Phone:		

Placement made by ______.

Procedures involved in arranging training in a sheltered setting. ______

______

Problems, if any, connected with arranging training in a sheltered setting. ______

______

IV. Being Employed by Others

Date (From, To)	Employer & Address	Type of Work	Full or Part Time	Supervisor/ Phone No.	Reason for Leaving
				Phone:	
				Phone:	
				Phone:	

Placement made by ______________________________.

Procedures involved in making the job placement. ______________________________

____

Problems, if any, connected with job placement. ______________________________

____

V. Being Employed by Family

Date (From, To)	Firm & Address	Type of Work	Full or Part Time	Name and relationship of Employer/ Firm Phone No.	Reason for Leaving
				Name:	
				Rel.	
				Phone:	
				Name:	
				Rel.	
				Phone:	

Procedures involved in arranging employment by family. ______________________________

____

Problems, if any, connected with placement in family employment. ______________________________

____

VI. Being Self-Employed

Date (From, To)	Shop Name & Address	Type of Work	Full or Part Time	Phone No.	Reason for Leaving

VI. Being Self-Employed (continued)

Date (From, To)	Shop Name & Address	Type of Work	Full or Part Time	Phone No.	Reason for leaving
______	______ ______ ______	______	______	______	______

Procedures involved in arranging self-employment. ____________________

____

Problems, if any, connected with arranging self-employment. ____________________

____

VII. Being Employed in a Sheltered Setting

Date (From, To)	Agency Name & Address	Type of Work	Full or Part Time	Supervisor/ Phone No.	Reason for Leaving
______	______ ______ ______	______	______	______ Phone: ______	______
______	______ ______ ______	______	______	______ Phone: ______	______

Placement made by ____________________

Procedures involved in arranging employment in a sheltered setting. ____________________

____

Problems, if any, connected with placement in sheltered employment. ____________________

____

III. Being Unemployed

Reasons for Unemployment
(Please place a check or checks)

- ☐ a. lack of practical experience
- ☐ b. poor work attitudes
- ☐ c. poor health
- ☐ d. being a housewife
- ☐ e. social adaptation problems
- ☐ f. communication difficulties
- ☐ g. inadequate job-seeking information
- ☐ h. poor job-seeking skills (interviewing, etc.)
- ☐ i. inadequate job training (poor skills)
- ☐ j. other (describe)

Length of Unemployment

From__________To__________

From__________To__________

From__________To__________

From__________To__________

From__________To__________

IX. Other (specify)

APPENDIX I

Instrumentation for Objective 9

I-1 Student Information Sheet for Plans After Graduation

I-2 Letter and Information Sheet for Follow-up on BOCES Change of Address

I-3 Interview Protocol and Schedule for Employer Attitudes (1976-77 & 1977-78)

I-4 Interview Protocol and Schedule for Employee Attitudes

I-5 Interview Protocol and Schedule for Advisor Attitudes (1977-78 & 1978-79)

I-6 Interview Schedule for Employees (1978-79)

I-7 Follow-up of BOCES Graduates Interview Schedule (for Students at Home)

STUDENT INFORMATION SHEET
FOR PLANS AFTER GRADUATION

Date:____________________

Name:____________________________________
Last First Initial

Sex: Male __ Female __

Address:__________________________________
No. Street

____
City or Town State Zip

Tel:________________________________
Area code Number

Home School attended:____

BOCES attended:____

BOCES course studied:____

Total years in BOCES:____

Date of High School graduation:______________________________

Parents

Father

Name:____________________________________
Last First Initial

Address: (If different from the above)

____
No. Street

____
City or Town State Zip

Tel:____________________________________
Area code Number

Mother

Name:____________________________________
Last First Initial

Address: (If different from Father's information.)

____
No. Street

____
City or Town State Zip

Tel:____________________________________
Area code Number

GO ON TO THE NEXT PAGE

PLANS AFTER GRADUATION

In June, you will be graduating from high school. Congratulations! Now you may have decided or thought to go on to a college, to work, or to do other things after your graduation. Please read items from 1 through 5 and make a check (✓) in the box which describes the same thing you will most likely do and fill in the information in the blank. If the thing you plan to do is different from any of the listed items from 1 through 5, check Box 6 and write down complete information on what you will do and where you will be, including the name and address of the place.

☐ 1. Going on to school or college.(Write down the name and address of the college or school you will enter.)

Name of college:__________ Course of study:__________

Address:__________

____

☐ 2. Going into a post-graduate course at BOCES. (Write down the name and address of BOCES.)

Name of BOCES:__________ Course:__________

Address:__________

____

☐ 3. Going to work for someone. (Write down the name of employer or company and the address.)

Employer or company:__________ Your job title:__________

Address:__________ Telephone:__________

____

☐ 4. Going to work for family business or shop.(Write down the name, address and type of business or shop.)

Name of shop:__________ Telephone:__________

Address:__________

Type of shop or business:__________

☐ 5. Going to run my own shop or business.(Write down the name, address and type of business.)

Name of shop:__________ Telephone:__________

Address:__________

Type of shop or business:__________

☐ 6. Going to (specify)__________

____

1978-79
I2

EGE OF EDUCATION

The University of Rochester
ROCHESTER, NEW YORK 14627
(716) 275-3943

I hope you have had an enjoyable summer. I am writing to you concerning the Occupational Education Project. I ask that you please fill out the following questionnaire and send it back to me as soon as possible. A stamped envelope has been enclosed for your convenience. This information is very important for the project.

I will be contacting you once again this year, when possible. If we can be of any help to you, please let us know. I am looking forward to seeing you. Thank you for your help.

Sincerely,

William Paul Tammaro

William Paul Tammaro
Information Analyst
Occupational Education Project

lsg

encl

I2

- My current address is:

Name:
Street:
City/State:

- Yes, I am working:

Company Name:
Address:
City/State:
Supervisor's Name (Boss):
Phone Number:

Date Started:
What do you do there:

- I was working:

Company Name:
Address:
City/State:
Supervisor's Name:

Date Left:
Reason for leaving:

- I am in School.

School Name:
Address:
City/State:
Counselor:

Date Started:
Program:

- I am not working and I am not in school. Why?

- Would you like help from your home school?

What kind of help?

- Other?

I 3
1976-77

INTERVIEW PROTOCOL

EMPLOYER ATTITUDE

(Objective #9)

General Information

You must assume when approaching employers or supervisors for this interview that they are very busy and do not necessarily have any particular interest in your research. In setting up the appointment and in beginning the interview try to be as businesslike and efficient as possible. Be clear that the interview should not need to take much more than a half-hour and that you are only asking for this much time. It is often wise to express your appreciation for the employers cooperation. However, also convey that this is important research and you are sure of the value of what you are doing. This will encourage the interviewee to take your questions seriously and respond as carefully as he can.

Also, be sensitive to the type of place of employment you are entering. If it is an office or retail establishment it is wise to dress appropriately for that kind of setting. Jeans are probably not appripriate. However, if you are going to someplace like an autobody shop, your dress and approach probably should be a little less formal.

You will be interviewing one person, either the employer or the supervisor. However, this person may not have all the information you need. Particularly on the questions about specific job skills (D and E) an employer who does not supervise may not have the information you need. In this case, feel free to go after this information any way you can. Perhaps you could talk with the supervisor, or the person whom you are interviewing might call him. In this case, note on the schedule from whom and how you got the information.

Introduction

The introduction is designed to introduce you, outline the purpose of the interview and also to establish rapport between you and the person whom you are interviewing. You are trying to put him at ease while explaining what you are doing and what you want from him. Feel free to spend some time on his questions if he has any. This will improve the rest of the interview. However, be careful not to say something which will bias his responses.

Initial Information

You will need to know, later in this interview what the relationship of the interviewee is to the person employed. It is also helpful if you have some idea about the work being done by the employed. These questions are designed to give you that information and to prepare you for the rest of the interview.

Specific Information

A. Attitudes Toward Deafness

Question 1. Use the question to get an impression about the respondent's attitudes toward a deaf worker. Did he feel initially enthusiastic or resentful or was he fairly unconcerned? Also probe for specific concerns respondent felt when they first hired or worked with a deaf employee. Was he concerned about his own ability to cope with a deaf person, or safety factors or responses of other workers? It seems probable that this question will draw out a fairly wide range of responses.

Question 2. This question is designed to tap the reasons for the respondents initial reaction to working with a deaf person. You are trying to learn what kind of previous experiences respondent has had with deaf persons and how these experiences affected his initial attitudes toward hiring or working with a deaf person. Encourage respondent to describe his previous contacts and his affective responses.

Questions 3 and 4. For the purposes of these questions, consider respondent as an employer if he was primarily responsible for hiring the deaf worker.

Question 3. This question is designed to yield information about the variety of factors which influence someone to hire a deaf person. Some of the more common reasons are listed on the sheet. Probe in these areas, but also probe for other reasons the employer may have had. When appropriate, check one of the boxes. Probe for specific information. For example, an employer may say the deaf person was best qualified. Try to ascertain what this means. Did he have some one specific skill, or a useful range of skills? What were they? Many answers may not fall within the categories listed. Then describe the responses in the space provided after "other reasons." Probe for a variety of reasons. Don't force them into categories.

Question 4. Use this question to check on question number 4. Would this employer again hire for the same reasons? Is he content with his decision to hire a deaf person? Probe for reasons why he would or would not hire a deaf person again. Does he seem to be reacting to the specific personality of the person he hired? Does he seem to be responding to what he sees as the attributes of "deaf people" in general?

B. Communication Difficulties

In this series of questions you are exploring two aspects of the job situation. You want to learn about specific changes in job routines or physical arrangements. You also want to learn what has necessitated these changes. It is assumed that the reason will often be communication difficulties. If this is so, explore the specifics of these difficulties and how they are handled. What communication means are used? How is the work situation adopted to these communication means? Describe the changes made in the space under "changes." Describe the reasons for these changes under "reasons." Also, probe respondents feelings about changes. Have they been a problem or minor alterations. An example might look like this:

Example

Changes	Reasons
In this shop the supervisor usually teaches new routines to the whole group. He teaches the deaf worker individually after he has shown everyone else.	The deaf worker can't lipread, so the supervisor has to write notes to explain something new. This takes a lot of the supervisor's time and he doesn't like it.

(a) "Training procedures" should include initial job orientation procedures and any on-going on-the-job training.

(b) Every supervisor has his own approach, for example, some may give very definite individual instructions and expect them to be carried out specifically, others may expect the grapevine to carry most information and expect workers to be quite "self-sufficient." Explore the usual type of approach the supervisor uses and any changes of which the respondent is aware.

(c) It is assumed that every place of employment has some safety procedures. Many of these, such as fire alarms or warnings of malfunction in machines, are sound alarms. Explore any safety hazards respondent has perceived for the deaf worker and any changes that may have been made.

(d) Many jobs require at least some use of the telephone. Probe for the ways the work flow is adapted to accommodate for this with a deaf worker. Is there a formal system for handling telephone issues? Has the deaf worker worked out some informal system where "friends" help him out? How are any phone messages conveyed to deaf worker - sign? notes? etc. Was the job tailored to completely eliminate the necessity of telephone use? If so, what parts of the job were eliminated. Who now does that part of the job. These are just some of the questions you might explore with your respondent. Try to probe for how job tailoring around phone issues affects this deaf worker's job. Also, how it affects the normal work flow of co-workers.

(e) Probe for any ways in which job duties have been changed for a deaf employee. Are there any things that hearing employees in the same job category do that the deaf employee does not do? If there are no other employees holding jobs with the same job description as that of the deaf employee, are there any ways in which the job has been changed from what would normally be expected?

(f) An interpreter could be someone formally hired in that category or simply another person who is informally used as an interpreter. Probe for such informal arrangements as well as more formal ones. Is there one person who often interprets for deaf workers. How does this affect job patterns and work flow of deaf worker and interpreter?

(g) This question is designed to determine if deaf workers have any public contact, whether they normally would in their job, how successful any public contact is handled by deaf workers or what changes in job routines are necessitated if deaf workers avoid public contact. Probe for issues around informal or accidental contact with public as well as for more formal contacts.

(h) Probe for any other areas not previously mentioned in which the normal work flow or routine has been changed to accommodate the deaf worker.

C. Human Relations

Question 1. The question is designed to tap the quality of deaf worker's social interactions during work hours. Try to ascertain whether the respondent sees the deaf worker as a) socially isolated (always alone, no one he seems to talk with, eat with, etc.), b) limited in his social interactions (interacts only with one or two people, or has only brief and limited social conversations), or c) fully included (seems to interact freely with most other co-workers, shares lunch, break-time, etc. with others).

Question 2. The purpose of this question is to understand more fully the respondent's perception of the deaf person's social situation at work. Probe for respondent's reasons for his opinions. Try to separate whether any problems seem to center on communication difficulties (which would apply for any deaf worker) or whether the responses seem to be to specific personality traits of the individual under discussion.

Question 3. Use part (a) of this question if you are talking with a person who hired the employee but does not directly supervise him. Use part (b) of this question if you are talking with the person who directly supervises the employee, even if he also hired him. Probe for issues such as a supervisor who is resentful of an increased work load because of the needs of a deaf employee or one who is made uncomfortable by communication difficulties. Also probe for particularly close or pleasant relationships between supervisor and employee. Try to learn whether supervisors relationships with deaf employee seem to be significantly different than his relationships with other employees.

D. Worker Performance - [illegible] supervisor if talking c̄ employer

In this section, you are shifting the focus more specifically onto the skills and performance of the deaf worker. These are questions about how well this one deaf worker understands the demands and requirements of his job.

Question 1. Probe for the reasons why deaf worker is not prompt or regular if this is the case. Are there health problems or is he not very interested in working all day, everyday, etc.

Question 2. Because deaf workers cannot use a telephone we could expect some difficulties in this area. Again, probe to find out if any difficulties are physical or attitudinal.

Question 3. Use this question to get at how well the deaf employee understands the appropriate social rules of the work situation. Does he seem, in the respondent's view, to understand that he should be at least somewhat deferential to a supervisor? Does he understand the need to be cooperative and pleasant to other co-workers? You are more interested in whether the respondent believes the deaf workers understand what is necessary than communication difficulties which may hamper results.

Question 4. Does deaf worker seem to see himself as a competent and independent worker or is he perhaps childlike and somewhat irresponsible about the quality of his work.

Question 5. This question specifically taps job skills. Encourage respondent to be descriptive about strengths and weaknesses in job skills.

Question 6. This question is related to Question 5. If worker requires close supervision is it because he lacks skills or because he cannot be depended on.

Question 7. This also relates to previous questions. Probe for specific reasons why respondent feels deaf worker is inefficient if he is.

Question 8. In this question you are not asking employer about his pay scales, but whether he feels, in general, that people handicapped by deafness should be paid the same as other workers. Probe for respondent's reasons for his answers.

E. School Preparation

Question 1. Encourage respondent to be specific about skills when applicable.

Question 2. It is assumed that responses can be coded into the three categories provided. However, explore respondent's feelings about employee's preparation and use space for any additional information or anecdotes.

F. Other

Question 1. The categories following this question are areas of difficulty sometimes found for employers of handicapped people. Ask about each area. In some cases the queston may not be applicable. In space under question differentiate not applicable (NA) from no problem. If there is a problem, probe for reasons.

Question 2. Use this final question to close interview and to encourage respondent to tell you about aspects of his experience with a deaf worker which he may feel are important but may not have been covered during interview.

I3
1976-77

INTERVIEW SCHEDULE

EMPLOYER ATTITUDE

(Objective #9)

Initial Information

Name____________________ Position____________________

Interviewer____________________ Date________________

1. What is your job title?

2. What is your professional relationship to (name of employed)?

3. What is the job title of (name of employed)?

4. Would you give me a brief description of his job and the work he does?

Introduction

I am ____________. I am working with the Occupational Education Project. This is a major, three year research project being conducted out of the University of Rochester. We have been following (name of employee)'s experiences in school for the last (1-3) years and now are interested in following his employment experiences. I will be asking you about your feelings about his/her as a worker, about his work and about any changes you have had to make in the job or in job routines to accommodate a deaf worker.

Before we begin, are there any questions you would like to ask me about the research project or about what we will be doing?

INTERVIEW SCHEDULE

EMPLOYER ATTITUDE

(Objective #9)

Attitudes Toward Deafness

1. "When you first hired or supervised a deaf employee, how did you feel about it?"

2. "Had you had previous contact with a deaf person?"

   YES __ NO __

   If YES:

   a. "Was the previous contact in a work related or social situation?"

   Work related ☐ Social ☐

   b. "Were your reactions positive or negative?"

   Positive ☐ Negative ☐ Both ☐

   Description:

If employer and not supervisor:

3. "What were your reasons for hiring a deaf person?"

   ☐ best qualified

   ☐ wanted to give him a chance

   ☐ felt pressured into it for some reason. (Explain)

☐ could hire deaf more cheaply

☐ other reasons. (Specify)

4. "How would you feel about hiring other deaf workers?"

B. Communication Difficulties

1. "Have you changed the normal work flow and routine in any of the following ways to accommodate a deaf worker?"

   a. "training procedures?"

Changes	Reasons

   b. "supervisory approach?"

Changes	Reasons

c. "safety precautions?"

Changes	Reasons

d. "use of telephone?"

Changes	Reasons

e. "redefinition of usual job requirements?"

Changes	Reasons

f. "use of an interpreter?"

Changes	Reasons

g. "public contact?"

Changes	Reasons

h. "other" (Specify)

Changes | Reasons

C. Human Relations

1. "How much do you think _____________ (name of employed) is included in normal social interactions while at work?"

☐ Isolated ☐ Limited ☐ Fully included

2. "Why do you think the other workers respond to the deaf employee as they do?"

3. a. If talking with employer

"How does the supervisor feel about supervising a deaf employee?"

b. If talking with supervisor

"How do you feel about supervising a deaf employee?"

. Worker Performance

1. "Is he prompt and regular in attendance?"

2. a. "Does he/she communicate with you if he/she will be delayed or absent?"

   b. "If so, how?"

3. "Does he/she get along with co-workers and supervisors?"

4. "Does he/she take responsibility for his/her part of the job?"

5. "How good do you think this worker's specific job skills are?"

6. "Would you say this worker requires unusually close supervision?"

7. "Do you think (name of employed) is less efficient because of deafness?"

   YES __ NO __

   If YES: "Why?"

8. "Do you feel deaf workers should be paid on the same scale as other workers?"

   YES __ NO __

   "Why"

School Preparation

1. "Did you feel that (deaf employee's) school training in job skills was useful in preparing him/her for their job in your organization?"

2. "How did (deaf employee's preparation in job skills compare with the preparation of other people you hire for similar jobs?"

   ☐ more prepared than average

   ☐ about average

   ☐ less prepared than average beginning employee

Other

1. "Has having a deaf employee caused you any problem with . . .

   ☐ "insurance coverage?"

   ☐ "company policy?"

   ☐ "physical exams?"

   ☐ "union policy?"

   ☐ "state safety laws?"

3. "Is there anything else about the deaf worker that we haven't covered that you feel is important?"

I 3
1977-78

INTERVIEW PROTOCOL

FOR

EMPLOYER ATTITUDES

1977-78

(Objective #9)

General Information

You must assume when approaching employers or supervisors for this interview that they are very busy and do not necessarily have any particular interest in your research. In setting up the appointment and in beginning the interview, try to be as businesslike and efficient as possible. Be clear that the interview should not need to take much more than a half-hour and that you are only asking for that much time. It is often wise to express your appreciation for the employer's cooperation. However, also convey that this is important research and you are sure of the value of what you are doing. This will encourage the interviewee to take your questions seriously and respond as carefully as he can.

Also, be sensitive to the type of place of employment you are entering. If it is an office or retail establishment it is wise to dress appropriately for that kind of setting. Jeans are probably not appropriate. However, if you are going to someplace like an autobody shop, your dress and approach probably should be a little less formal.

You will be interviewing one person, either the employer or the supervisor. However, this person may not have all the information you need. Particularly on the questions about specific job skills (D and E) an employer who does not supervise may not have the information you need. In this case, feel free to go after this information any way you can. Perhaps you could talk with the supervisor, or the person whom you are interviewing might call him. In this case, note on the schedule from whom and how you got the information.

Introduction

The introduction is designed to introduce you, outline the purpose of the interview and also to establish rapport between you and the person whom you are interviewing. You are trying to put him at ease while explaining what you are doing and what you want from him. Feel free to spend some time on his questions if he has any. This will improve the rest of the interview. However, be careful not to say something which will bias his responses.

Initial Information

You will need to know, later in this interview, what the relationship of the interviewee is to the person employed. It is also helpful if you have some idea about the work being done by the employed. These questions are designed to give you that information and to prepare you for the rest of the interview.

Specific Information

A. Attitudes Toward Deafness

Question 1. Use the question to get an impression about the respondent's attitudes toward a deaf worker. Did he feel initially enthusiastic or resentful or was he fairly unconcerned? Also probe for specific concerns respondent felt when they first hired or worked with a deaf employee. Was he concerned about his own ability to cope with a deaf person, or safety factors or responses of other workers? It seems probable that this question will draw out a fairly wide range of responses.

Question 2. This question is designed to tap the reasons for the respondents initial reaction to working with a deaf person. You are trying to learn what kind of previous experiences respondent has had with deaf persons and how these experiences affected his initial attitudes toward hiring or working with a deaf person. Encourage respondent to describe his previous contacts and his affective responses.

Questions 3 and 4. For the purposes of these questions, consider respondent as an employer if he was primarily responsible for hiring the deaf worker.

Question 3. This question is designed to yield information about the variety of factors which influence someone to hire a deaf person. Some of the more common reasons are listed on the sheet. Probe in these areas, but also probe for other reasons the employer may have had. When appropriate, check one of the boxes. Probe for specific information. For example, an employer may say the deaf person was best qualified. Try to ascertain what this means. Did he have some one specific skill, or a useful range of skills? What were they? Many answers may not fall within the categories listed. Then describe the responses in the space provided after "other reasons." Probe for a variety of reasons. Don't force them into categories.

Question 4. Use this question to check on question number 3. Would this employer again hire for the same reasons? Is he content with his decision to hire a deaf person? Probe for reasons why he would or would not hire a deaf person again. Does he seem to be reacting to the specific personality of the person he hired? Does he seem to be responding to what he sees as the attributes of "deaf people" in general?

B. Communication Difficulties

In this series of questions you are exploring two aspects of the job situation. You want to learn about specific changes in job routines or physical arrangements. You also want to learn what has necessitated these changes. It is assumed that the reason will often be communication difficulties. If this is so, explore the specifics of these difficulties and how they are handled. What communication means are used? How is the work situation adopted to these communication means? Describe the changes made in the space under "changes." Describe the reasons for these changes under "reasons." Also, probe respondent's feelings about changes. Have they been a problem or minor alterations. An example might look like this:

Example

Changes	Reasons
In this shop the supervisor usually teaches new routines to the whole group. He teaches the deaf worker individually after he has shown everyone else.	The deaf worker can't lipread, so the supervisor has to write notes to explain something new. This takes a lot of the supervisor's time and he doesn't like it.

(a) "Training procedures" should include initial job orientation procedures and any on-going on-the-job training.

(b) Every supervisor has his own approach, for example, some may give very definite individual instructions and expect them to be carried out specifically, others may expect the grapevine to carry most information and expect workers to be quite "self-sufficient." Explore the usual type of approach the supervisor uses and any changes of which the respondent is aware.

(c) It is assumed that every place of employment has some safety procedures. Many of these, such as fire alarms or warnings of malfunction in machines, are sound alarms. Explore any safety hazards respondent has perceived for the deaf worker and any changes that may have been made.

(d) Many jobs require at least some use of the telephone. Probe for the ways the work flow is adapted to accommodate for this with a deaf worker. Is there a formal system for handling telephone issues? Has the deaf worker worked out some informal system where "friends" help him out? How are any phone messages conveyed to deaf worker - sign?notes? etc. Was the job tailored to completely eliminate the necessity of telephone use? If so, what parts of the job were eliminated. Who now does that part of the job? These are just some of the questions you might explore with your respondent. Try to probe for how job tailoring around phone issues affects this deaf worker's job. Also, how it affects the normal work flow of co-workers.

(e) Probe for any ways in which job duties have been changed for a deaf employee. Are there any things that hearing employees in the same job category do that the deaf employee does not do? If there are no other employees holding jobs with the same job description as that of the deaf employee, are there any ways in which the job has been changed from what would normally be expected?

(f) An interpreter could be someone formally hired in that category or simply another person who is informally used as an interpreter. Probe for such informal arrangements as well as more formal ones. Is there one person who often interprets for deaf workers. How does this affect job patterns and work flow of deaf worker and interpreter?

(g) This question is designed to determine if deaf workers have any public contact, whether they normally would in their job, how successful any public contact is handled by deaf workers or what changes in job routines are necessitated if deaf workers avoid public contact. Probe for issues around informal or accidental contact with public as well as for more formal contacts.

(h) It may be that the interviewee or any other person on the staff has developed some communication skills or an interest to learn sign language. Probe to ascertain if this is the case and if so, what has been done. Has anyone started sign classes, when, where, how many in the class, who teaches the class, etc.

(i) Probe for any other areas not previously mentioned in which the normal workflow or routine has been changed to accommodate the deaf worker.

C. Human Relations

Question 1. The question is designed to tap the quality of deaf worker's social interactions during work hours. Try to ascertain whether the respondent sees the deaf worker as (a) socially isolated (always alone, no one he seems to talk with, eat with, etc.), (b) limited in his social interactions (interacts only with one or two people, or has only brief and limited social conversations), or (c) fully included (seems to interact freely with most other co-workers, shares lunch, breaktime, etc. with others).

Question 2a and 2b. The purpose of this question is to understand more fully the respondent's perception of the deaf person's social situation at work. Probe for respondent's reasons for his opinions. Try to separate whether any problems seem to center on communication difficulties (which would apply for any deaf worker) or whether the responses seem to be to specific personality traits of the individual under discussion. Probe to ascertain if the deaf person is accepted as "one of the gang" or labled by others as "deaf person."

Question 3. Use part (a) of this question if you are talking with a person who hired the employee but does not directly supervise him. Use part (b) of this question if you are talking with the person who directly supervises the employee, even if he also hired him. Probe for issues such as a supervisor who is resentful of an increased work load because of the needs of a deaf employee or one who is made uncomfortable by communication difficulties. Also probe for particularly close or pleasant relationships between supervisor and employee. Try to learn whether supervisors relationships with deaf employee seem to be significantly different than his relationships with other employees.

D. Worker Performance (Maybe call supervisor if talking to employer)

In this section, you are shifting the focus more specifically onto the skills and performance of the deaf worker. These are questions about how well this one deaf worker understands the demands and requirements of his job.

Question 1. Probe for the reasons why deaf worker is not prompt or regular if this is the case. Are there health problems or his he not very interested in working all day, everyday, etc.

Question 2. Because deaf workers cannot use a telephone, we could expect some difficulties in this area. Again, probe to find out if any difficulties are physical or attitudinal.

Question 3. Use this question to get at how well the deaf employee understands the appropriate social rules of the work situation. Does he seem, in the respondent's view, to understand that he should be at least somewhat deferential to a supervisor? Does he understand the need to be cooperative and pleasant to other co-workers? You are more interested in whether the respondent believes the deaf workers understand what is necessary than communication difficulties which may hamper results.

Question 4. Does deaf worker seem to see himself as a competent and independent worker or is he perhaps childlike and somewhat irresponsible about the quality of his work?

Question 5. This question specifically taps job skills. Encourage respondent to be descriptive about strengths and weaknesses in job skills.

Question 6. This question is related to Question 5. If worker requires close supervision is it because he lacks skills or because he cannot be depended on?

Question 7. This also relates to previous questions. Probe for specific reasons why respondent feels deaf worker is inefficient if he is.

Question 8. In this question you are not asking employer about his pay scales, but whether he feels, in general, that people handicapped by deafness should be paid the same as other workers, Probe for respondent's reasons for his answers.

E. School Preparation

Question 1. Encourage respondent to be specific about skills when applicable.

Question 2. It is assumed that responses can be coded into the three categories provided. However, explore respondent's feelings about the employee's preparation and use space for any additional information or anecdotes.

F. Other

Question 1. The categories following this question are areas of difficulty sometimes found for employers of handicapped people. Ask about each area. In some cases the question may not be applicable. In space under question differentiate not applicable (NA) from no problem (NP). If there is a problem, probe for reasons.

Question 2. Use this final question to close interview and to encourage respondent to tell you about aspects of his experience with a deaf worker which he may feel are important but may not have been covered during interview.

I 3
1977-78

INTERVIEW SCHEDULE

EMPLOYER ATTITUDE

(Objective #9)

Initial Information

Name________________________________ Position______________________________

Interviewer__________________________ Date________________________

1. What is your job title?

2. What is your professional relationship to (name of employed)?

3. What is the job title of (name of employed)?

4. Would you give me a brief description of his job and the work he does?

Introduction

"I am ______________. I am working with the Occupational Education Project. This is a major, three year research project being conducted out of the University of Rochester. We have been following (name of employee)'s experiences in school for the last (1-3) years and now are interested in following his employment experiences. I will be asking you about your feelings about him/her as a worker, about his/her work and about any changes you have had to make in the job or in job routines to accommodate a deaf worker.

"Before we begin, are there any questions you would like to ask me about the research project or about what we will be doing?"

A. Attitudes Toward Deafness

1. "When you first hired or supervised a deaf employee, how did you feel about it?"

2. "Had you had previous contact with a deaf person?"

   Yes __ No __

   If YES:

   a. "Was the previous contact in a work related or social situation?"

      Work related ☐ Social ☐

   b. "Were your experiences positive or negative?"

      Positive ☐ Negative ☐ Both ☐

      Description:

IF EMPLOYER AND NOT SUPERVISOR:

3. "What were your reasons for hiring a deaf person?"

   ☐ Best qualified

   ☐ Wanted to give him a chance

   ☐ Felt pressured into it for some reason. (Explain)

   ☐ Could hire deaf more cheaply

   ☐ To fill quota for hiring minority groups

   ☐ Other reasons. (Specify)

4. "How would you feel about hiring other deaf workers?"

B. Communication Difficulties

1. "Have you changed the normal work flow and routine in any of the following ways to accommodate a deaf worker?"

   a. "training procedures?"

Changes	Reasons

   b. "supervisory approach?"

Changes	Reasons

   c. "safety precautions?"

Changes	Reasons

   d. "use of telephone?"

Changes	Reasons

   e. "redefinition of usual job requirements?"

Changes	Reasons

f. "use of an interpreter?"

Changes	Reasons

g. "public contact?"

Changes	Reasons

h. "communication skill development?"

Changes	Reasons

i. "other" (specify)

Changes	Reasons

C. Human Relations

1. "How much do you think _______ (name of employed) is included in normal social interactions while at work?"

☐ Isolated ☐ Limited ☐ Fully included

2. a. "Why do you think the other workers respond to the deaf employee as they do?"

b. "How is the deaf employee referred to by other workers (by name, by label "deaf person," or by other means)?"

IF TALKING WITH EMPLOYER:

3. a. "How does the supervisor feel about supervising a deaf employee?"

IF TALKING WITH SUPERVISOR:

b. "How do you feel about supervising a deaf employee?"

D. Worker Performance

1. "Is he prompt and regular in attendance?"

2. a. "Does he/she communicate with you if he/she will be delayed or absent?"

b. "If so, how?"

3. "Does he/she get along with co-workers and supervisors?"

4. "Does he/she take responsibility for his/her part of the job?"

5. "How good do you think this worker's specific job skills are?"

6. "Would you say this worker requires unusually close supervision?"

7. "Do you think (name of employed) is less efficient because of deafness?"

Yes __ No __

If Yes, "Why?"

8. "Do you feel deaf workers should be paid on the same scale as other workers?"

Yes __ No __

"Why?"

E. School Preparation

1. "Did you feel that (deaf employee's) school training in job skills was useful in preparing him/her for their job in your organization?"

2. "How did (deaf employee's) preparation in job skills compare with the preparation of other people you hire for similar jobs?"

☐ more prepared than average

☐ about average

☐ less prepared than average beginning employee

F. Other

1. "Has having a deaf employee caused you any problem with . . .

☐ "insurance coverage?"

☐ "company policy?"

☐ "physical exams?"

☐ "union policy?"

☐ "state safety laws?"

I4 1977-78
1978-79

INTERVIEW SCHEDULE

EMPLOYEE ATTITUDE

(Objective #9)

Introduction

"I am __________. I am working with the Occupational Education Project. This is a major, three year research project being conducted out of the University of Rochester. I want to talk with you about your experiences in your career. I will be asking you about your feelings about your job, about your employer, and about the people you work with.

Before we begin, are there any questions you would like to ask me about the research project or about what we will be doing?"

Initial Information

Name______________________________ Position______________________________

Interviewer_______________________ Date____________________

1. What is your job title? (Briefly describe job)

2. What is your professional relationship to (name of employer)?

3. What is the job title of (name of employer)?

4. Would you give me a brief description of (name of employer)'s job and the work he does?

A. Attitude Toward Work

1. "When you were first hired, how did you feel about it?"

2. "Have you worked before with hearing people?"

YES __ NO __

If YES:

"Were your experiences positive or negative?"

Positive ☐ Negative ☐ Both ☐

Description:

3. "What were your reasons for accepting this job?"

a. "What do you like about this job?"

b. "What do you dislike about this job?"

4. "How would you feel if your employer hired more deaf workers?"

5. "How do you think your boss would feel about hiring more deaf workers?"

6. "How do you think the people you work with would feel if more deaf workers were hired?"

B. Communications Difficulties

1. "Have you had any trouble communicating with others in doing your job?"

2. "How have your job duties been changed?"

   a. "training procedures?"

Difficulties Exp.	Changes	Reasons

   b. "supervisory approach?"

Difficulties Exp.	Changes	Reasons

   c. "safety precautions?"

Difficulties Exp.	Changes	Reasons

   d. "use of telephone?"

Difficulties Exp.	Changes	Reasons

   e. "redefinition of usual job requirements?"

Difficulties Exp.	Changes	Reasons

   f. "use of interpreter?"

Difficulties Exp.	Changes	Reasons

   g. "contacts with the public?"

Difficulties Exp.	Changes	Reasons

h. "communication skill development?"

Difficulties Exp.	Changes	Reasons

i. "other" (specify)

Difficulties Exp.	Changes	Reasons

c. Human Relations

1. "How much do you feel you are included in normal social interactions while at work?"

Left out ☐ Somewhat included ☐ Fully included ☐

2. "How do the other workers respond to you?"

3. "How does your employer/supervisor respond to you?"

YES __ NO __

D. Work Performance

1. "Are you prompt and regular in attendance?"

2a. "Do you communicate with your boss if you will be delayed or absent?"

b. "If so, how?"

3. "How do you feel you get along with your co-workers and supervisor(s)?"

4. "In what ways do you feel your job requires you to accept responsibility?"

5. a. "What are your best work skills?"

   b. "What are your poorest work skills?"

6. "How do you feel about being supervised at work?"

E. School Preparation

1. "In what ways do you feel that your BOCES training has been useful in preparing you for your job?"

2. "In what ways do you feel your BOCES training helped you to make an adjustment to your job?"

3. "How do you feel about your skills compared to the other people you work with?"

   ☐ more prepared than the others"

   ☐ same as the others"

   ☐ less prepared than the others

F. Other

1. "Since you started working, what problems have you had?"

   - ☐ "insurance coverage?"
   - ☐ "company policy?"
   - ☐ "physical exams?"
   - ☐ "union policy?"
   - ☐ "state safety laws?"

2. "Is there anything else about your work we did not discuss that you think is important?"

I 5
1977-78

INTERVIEW PROTOCOL

ADVISOR ATTITUDE

(Objective #9)

GENERAL INFORMATION

You must assume when approaching advisors (career counselors/teachers) for this interview that they are very busy and do not necessarily have any particular interest in your **research.** In setting up the appointment and in beginning the interview try to be as professional and efficient as possible. Be clear that the interview should not need to take more than 45 minutes to an hour and that you are only asking for this much time. It is often wise to express your appreciation for the advisor's cooperation. However, also convey that this is important research and you are sure of the value of what you are doing. This will encourage the interviewee to take your questions seriously and respond as carefully as he can.

You will be interviewing one person, a career counselor/advisor/teacher. This person may not have all the information you need. Particularly on the questions about specific program skills (D&E) an advisor who does not directly teach may not have the information you need. In this case, feel free to go after the information any way you can. Perhaps you could talk with a teacher in the program, or the person whom you are interviewing might call him. In this case, note on the schedule from whom and how you got the information.

Introduction

The introduction is designed to introduce you, outline the purpose of the interview and also to establish rapport between you and the person whom you are interviewing. You are trying to put him/her at ease while explaining what you are doing and what you want from him/her. Feel free to spend some time on his/her questions if he/she has any. This will improve the rest of the interview. However, be careful not to say something that will bias his/her responses.

Initial Information

You will need to know, later in this interview, what the relationship of the interviewee is to the deaf student (do they see them on a regular basis, frequently, rapport between counselor and student). It is also helpful if you have some idea about the education program enrolled by the deaf student. These questions are designed to give you that information and to prepare you for the rest of the interview.

SPECIFIC INFORMATION

. Attitudes Toward Deafness

Question 1a. If interviewing a first year or fairly new advisor: use the question to get an impression about the respondent's attitudes toward a deaf student. Did he feel initially enthusiastic or hesitant or was he fairly unconcerned. Also probe for specific concerns respondent felt when they first enrolled a deaf student. Was he concerned about his own ability to cope with a deaf student (possibly no background or limited background in deafness) or progress or support factors (interpretors, notetakers, tutors) or responses of other teachers and/or students?

Question 1b. If interviewing an experienced advisor in deafness: use this question to get an impression about the respondent's attitudes toward a deaf student along with obtaining background information the respondent has had in the area of deafness. Probe for feelings on how the respondent feels about special higher education for the deaf? How did they feel when they first enrolled and worked with a deaf student? Have their feelings changed? Was he concerned about his own ability to communicate with a deaf person, or cope with the additional support needs of a deaf person, or the responses of teachers and other students (oral, manual, hearing)?

Question 2. This question is designed to tap the reasons for the respondent's initial reaction to working with a deaf person. You are trying to learn what kind of previous experiences the respondent has had with deaf persons, whether social or educational, and how these experiences affected his initial attitudes toward accepting and working with a deaf person in a higher education program (whether positive, negative or both). Encourage respondent to describe his previous contacts and his affective responses.

Question 3. This question is designed to yield information about the variety of factors which influence someone to accept a deaf person into a program. Probe the areas mentioned by the advisor. Probe for specific information. For example, if the advisor reports that the deaf student was best qualified, try to ascertain what this means. Did he have one specific area he succeeded in or a range of areas? What were they? Then describe the responses in the space provided. Probe for a variety of reasons.

Question 4. Use this question to check on question 3. Does this advisor accept deaf students on the same basic reasons he gave in 3? Is he content with the decision in accepting a deaf student? Prove for reasons why he may not accept a deaf person into a higher education program. Does he seem to be reacting to the specific personality of the deaf person in consideration? Does he seem to be responding to what he sees as the attributes of "deaf students in general?" Ascertain if the advisor is or is not comfortable with a more manually oriented deaf student, an oral deaf student, or a deaf student who uses total communication.

B. Communication Difficulties

Question 1. In this series of questions you are exploring two aspects of the educational situation. You want to learn about specific changes in education routines or physical arrangements. You also want to learn what has necessitated these changes or why these changes have occurred. It is assumed that the reason will often be communication difficulties. If this is so, explore the specifics of these difficulties and how they were handled. What communication means were used? How was the educational situation adapted to these communication means? Describe the changes made in the space under "changes". Describe the reasons for these changes under "reasons". Also probe the respondent's feelings about changes. Have they been a problem or minor alterations?

Question 1a. "Orientation procedures" should include initial class registration orientation procedures and any prior orientation (vestibule, testing) activities.

Question 1b. "Advisory approach" - Each advisor may have had his own approach. For example some may give very definite individual instruction or information and expect them to be carried out specifically. Others may expect the "grapevine" to carry most information and expect the student to be quite "self-sufficient". Explore the usual type of approach the advisor used and any changes of which the respondent was aware.

Question 1c. "Safety precautions" - It is assumed that every school or institution has some safety procedures. Many of these, such as fire alarms or warnings are sound alarms. Explore any safety hazards the respondent has preceived for the deaf student and any changes that may have been made.

Question 1d. "Use of the telephone" - Probe for the ways the educational flow is adapted to accommodate for this with a deaf student. Is there a formal system for handling telephone usage? Has the deaf student worked out some informal system where "friends" help him out? Or did the deaf student rely on school personnel? How are any phone messages conveyed to the deaf student - sign, notes, etc.?

Question 1e. Redefinition of the usual educational requirements - Probe for any ways in which the educational program has been changed for the deaf student. Are there any things that hearing students in the same program are required to do that the deaf students are not required to do? If there are no hearing students in the same program as that of the deaf student, are there any ways in which the program has been changed from what would normally be expected?

Question 1f. An interpreter and/or notetaker and/or tutor could be someone formally hired in that category or simply another person who was informally used as an interpreter, notetaker and/or tutor. Probe for such informal arrangements as well as more formal ones. Was there one person who often interpreted (takes notes, or tutors) for the deaf student (or who performed any combination of these services)? How did this affect the educational patterns and educational flow of the deaf student?

Question 1g. "Public contact" - A. Formal - coop training. B. Informal - voluntary. This question is designed to determine if the deaf student has had any public contact (coop capacity, volunteer work), whether they normally would or did in their program, how successful any public contact was handled by the deaf student or what changes in educational routines were necessitated, if deaf student avoided public contact. Probe for issues around informal or accidental contact with public as well as for more formal contacts.

Question 1h. "Teacher contacts" - Many times it may have been necessary for a student to meet with a professor concerning his or her specific program. Probe how this was handled--teacher's reactions or cooperation in meeting with the deaf student. Was there an interpreter present or did the teacher use total communication?

Question 11. "Other" - Probe for any other areas not previously mentioned in which the normal educational flow or routine had been changed to accommodate the deaf student.

C. Human Relations

Question 1. The question is designed to tap the quality of the deaf student's social interactions during school sessions. Try to ascertain and explore how the respondent views the deaf student's relation with others: (a) socially isolated (always alone, no one he seemed to talk with, eat with, etc.), (b) limited in his social interactions (interacts only with one or two people, or has only brief and limited social conversations), or (c) fully included seems to interact freely with most other fellow students, shares lunch, free time, etc. with others).

Question 2. The purpose of this question is to understand more fully the respondent's perception of the hearing students' attitudes toward social situations with deaf students at school. Probe for the respondent's reasons for his opinions. Try to identify and distinguish among possible problems such as those that center on communication difficulties (which would apply for any deaf student), those that seem to be related to specific personality traits of the individual.

Question 3. Use part (a) of this question if you are talking with an advisor who counseled the student but did not directly teach the student. Use part (b) of this question if you are talking with the person who directly taught the student (even if he also advised him).

D. Student Performance

In this section, you are shifting the focus more specifically to the skills and performance of the deaf student. These are questions about how well the deaf student understood the demands and requirements of his educational program.

Question 1. Probe for reasons why the deaf student was not prompt or regular if this was the case. Are there health problems or is he not very interested in college, or his program, didn't like his teacher, did not understand the interpreter, etc.

Question 2. Probe to find out if there were difficulties in using the phone or if any difficulties were physical or attitudinal. Is there good rapport between the deaf student and advisor?

Question 3. Use this question to get at how well the deaf student understood the appropriate social rules of the education situation. Did he seem, in the respondent's view, to believe that he should be at least somewhat deferential to a teacher? Did he understand the need to be cooperative and pleasant to other fellow students? You are more interested in whether the respondent believes that the deaf students understand what is necessary than whether communication difficulties may have hampered the results.

Question 4. Did the deaf student seem to see himself as a competent and independent student or was he perhaps childlike and somewhat irresponsible about the quality of his work? If the latter is the situation, probe to ascertain why or what were the reasons for this.

Question 5. This question specifically taps program skills. Encourage respondent to be descriptive about the deaf student's strengths and weaknesses in program skills.

Question 6. This question is related to question five. If the student required close supervision or extensive tutoring was it because he lacked skills or because he could not be depended on, or just could not grasp or comprehend what was expected?

Question 7. This also relates to several previous questions. Probe for specific reasons why the respondent feels the deaf student is inefficient (if he was).

Question 8. In this question you are not asking the advisor/teacher about his grading scales or methods, but whether he feels, in general, that students handicapped by deafness should be evaluated the same as other hearing students. Probe for the respondents reasons for his answers.

E. School Preparation

Question 1. Probe the interviewee for his thoughts concerning the background high school training of the deaf student, (was it useful or beneficial to the program). Encourage the respondent to be specific about background education and skills when applicable. Did his/her high school courses relate to the program he/she is interested in taking? Based on his/her high school background do you feel he/she is ready for the program?

Question 2. It is assumed that response can be coded into the three categories provided. However, explore respondent's feelings about the deaf student's preparation, background education in comparison to other (hearing) students and use space for any additional information or anecdotes.

F. Other.

Question 1. The categories following this question are areas of difficulty sometimes found for schools that have handicapped enrollees. Ask about each area. In some cases the question may not be applicable. In the space under the question, differentiate not applicable (NA) from no problem (NP). If there is a problem probe for reasons. It may also prove interesting information to probe for reasons why it may not be a problem (what was done or taken into consideration).

Question 2. Use this final question to close the interview and to encourage respondent to tell you about aspects of his experience with the deaf student which he may feel are important but may not have been covered during the interview.

I5
1977-78

INTERVIEW SCHEDULE

ADVISOR ATTITUDE

(Objective #9)

Initial Information

Name______________________________ Position_______________________ /

Interviewer__________________________ Date____________________

1. What is your job title?

2. What is your professional relationship to (name of student)?

3. What is the program title in which (name of student) is enrolled?

4. Would you give me a brief description of his/her education program?

Introduction

I am ___________________. I am working with the Occupational Education Project. This is a major, three year research project being conducted out of the University of Rochester. We have been following (name of student)'s experiences in school for the last (1-3) years and now are interested in following his/her higher educational experiences. I will be asking you about your feelings about him/her as a student, about his/her progress and about any changes you have made in the program to accommodate the deaf student.

Before we begin, are there any questions you would like to ask me about the research project or about what we will be doing?

A. Attitudes Toward Deafness

1a. If interviewing a first year or fairly new advisor:

"When you first enrolled a deaf student, or accepted a deaf student into a particular program, how did you feel about it?"

1b. If interviewing an experienced advisor in deafness:

"How did you become interested in working with the deaf in a student advisory capacity?"

2. "Have you had previous contacts with a deaf student prior to your present position?"

YES ___ NO ___

If YES:

a. "Was the previous contact in an educational related or social situation?"

Educational related ☐ Social ☐

b. "Were your experiences positive or negative?"

Positive ☐ Negative ☐ Both ☐

Description:

3. "What are the reasons for accepting a deaf student into that particular program?"

4. "How do you feel about having (a variety of) deaf students as advisees?"

B. Communication Difficulties

1. "Have you changed the normal educational flow and routine in any of the following ways to accommodate the deaf student?"

   a. "orientation procedures?"

      Changes — Reasons

   b. "advisory approach?"

      Changes — Reasons

   c. "safety precautions?"

      Changes — Reasons

   d. "use of the telephone?"

      Changes — Reasons

e. "redefinition of the usual educational requirements?"

Changes	Reasons

f. "use of (1) an interpreter, (2) a notetaker, (3) a tutor."

Changes	Reasons
(1) an interpreter	
(2) a notetaker	
(3) a tutor	

g. "public contact?"

Changes	Reasons
(1) formal contacts	
(2) informal contacts	

h. "teacher contact?"

Changes	Reasons

i. "Other?"

Changes	Reasons

. Human Relations

1. "How much do you think (name of student) is included in normal social interactions while at school?"

Isolated ☐ Limited ☐ Fully included ☐

Explain:

2a. "How do other hearing students respond to (name of student)?"

2b. "Why do you think other hearing students respond to the deaf student as they do?"

3a. If talking with an advisor:

"How do teachers feel about teaching (name of student)?"

3b. If talking with a teacher:

"How do you feel about teaching (name of student)?"

. Student Performance

1. "Was (name of student) prompt and regular in attendance?"

If no, "Why?"

2a. "Did (name of student) communicate with you if (name of student) would be delayed or absent?"

If yes, "How?"

3. "Did (name of student) get along with fellow students and teachers?"

4. "Did (name of student) take responsibility for his/her part of the program?"

5. "How good do you think (name of student)'s specific program skills are?"
   a. His/her major strengths are:

   b. His/her major weaknesses are:

6. "Would you say (name of student) required unusually close supervision?" (e.g. more tutoring than normal?)

7. "Do you think (name of student) was less efficient because of deafness?"

YES ___ NO ___

Explain:

8. "Do you feel deaf students should be graded or evaluated on the same scale as other hearing students?"

YES ___ NO ___

Explain:

E. School Preparation

1. "Did you feel that (name of student)'s high school training in education skills was useful in preparing him/her for his/her education program in higher education?"

a. "What was beneficial?"

b. "What was not beneficial?"

2. "How did (student's name)'s preparation and background education skills compare with the preparation and background education skills of other students you accepted for similar programs?"

   ☐ more prepared than average

   ☐ about average

   ☐ less prepared than the average beginning student

   Explain:

F. Other

1. "Has having deaf students caused the institution any problems with . . .

   ☐ insurance coverage?"

   ☐ school policy?"

   ☐ physical exams?"

   ☐ state safety laws?"

   ☐ security?"

   ☐ other?" (specify)

   Explain:

2. "Is there anything else about the deaf student that we haven't covered that you feel is important?"

I5

Revised
1978-79

ADVISOR ATTITUDE
(Objective #9)

Initial Information

Name ______________________________ Position ______________________

Date ______________________________

1. What is your job title? ______________________________

2. What is your professional relationship to ______________?

3. What is the program title in which __________ is enrolled?

4. Would you give a brief description of his/her educational program:

Introduction

The Occupational Education Project. This is major, three year research project being conducted out of the University of Rochester. We have been following ________________ experience in school for the last (1-3) years and now are interested in following her/his higher educational experiences. We would appreciate your help in this exploration. We ask that you please take time to complete the following questionnaire. This will greatly aid us with the information we need for the project. Thank you for your time, thoughtfulness and cooperation with this task.

PART I - General Exposure and Attitudes

1. When you first enrilled or accepted a deaf student, how did you feel about it?

2. Had you had previous contact with a deaf person:

Yes __ No __

If YES:

a. Was the previous contact: Work related__ or Social __?

b. Were your experiences: Positive___, Negative __, Both __?

Describe:

3. What were your reasons for accepting a deaf person?

____ Best qualified

____ Wanted to give him a chance

____ Felt pressured into it for some reason (Explain)

____ To fill quota for accepting minority groups

____ Other reasons (Specify)

4. Do you feel deaf students should be evaluated on the same scale as other students?

Yes __ No __

Why?

5. How do you feel about advising a deaf person?

6. Your overall general perceptions of having a deaf student?

7. How would you feel about accepting other deaf students?

8. How do you communicate with a deaf person (i.e. ______________________)?

PART II - Modification of School Procedures
(Involving primarily communication adjustments)

1. Have you changed the normal educational flow and routine in any of the following ways to accommodate the deaf students?

   a. orientation procedures? [such as initial class registration orientation procedures and any prior orientation (vestibule, testing) activities]

   b. advisory approach? (individualized, self sufficient, group)

   Changes Reasons

   c. safety precautions? (such as fire alarms or warnings)

   Changes Reasons

d. use of the telephone? (is there an informal or formal system for deaf students to use the phone)

Changes	Reasons

e. redefinition of the usual educational requirements? (are there any things that hearing students in the same program are required to do that the deaf students are not required to do)

Changes	Reasons

f. use of (1) an interpreter, (2) a notetaker, (3) tutor. (Were the arrangements made formally or informally? How did this affect the educational patterns and educational flow of the deaf student?)

Changes	Reasons
interpreter	
notetaker	
tutor	

g. public contact? (co-op training, volunteer work)

Changes	Reasons
formal contacts	
informal contacts	

h. teacher contact? (Was an interpreter present or do the teachers use total communication?)

Changes	**Reasons**

i. other?

Changes	**Reasons**

PART III - Human Relations/Socialization

1. How does ______ get along with peers and advisors/teachers at school?

Peers	**Advisors**	**Teachers**

2. How much do you think ______ is included in normal social interactions while at school?

Isolated __ Limited __ Fully included __

3. a. Why do you think the other students respond to the deaf student as they do?

b. How is the deaf student referred to by other peers (by name, by label "deaf person", or by other means)?

4. What social strengths, if any, have you observed?

5. What social problems, if any, have you observed?

6. Do any of the social difficulties, deficits, problems, etc. affect his/her progress?

7. How have these difficulties, deficits and/or problems been handled (i.e. --special resources, --interpreter, OVR counselor, social worker, other)?

8. What is ______'s reaction to the program area he/she is presently enrolled in?

PART IV

A. EVALUATION PROCESS
B. SCHOOL PREPARATION
C. STUDENT'S PERFORMANCE
D. STUDENT'S PROGRESS

EVALUATION PROCESS

1. Is ______'s progress reported: Verbally __ or Written __?

2. Is his/her evaluation and recording of it the same as for hearing peers or deaf peers in the same program?

3. How often does ______ 's evaluation occur?

4. Do both advisor and ______ evaluate his/her progress?

5. What factors are considered in evaluating ______'s work?

6. What communication method is used during the evaluation?

7. What determines if the evaluation has been understood by ______?

SCHOOL PREPARATION

1. How good do you think this student's specific program skills are?

2. Do you feel that ______'s school training in job skills was useful in preparing him/her for their program in your school?

3. How did ______'s preparation in program skills compare with the preparation of other people you accept for similar programs?

STUDENT'S PERFORMANCE

1. What type of student is ______ in the classroom (i.e. general perceptions)?

2. Does he/she take responsibility for his/her part of the program?

3. Because ______ is deaf, do you think his/her efficiency is Less__, More __, or the Same __ as other hearing peers or deaf peers?

4. Does ______ require unusually close supervision?

Is he/she prompt and regular in attendance?

Does he/she communicate with you if delayed or absent? If so, how?

What are his/her program-related

Strengths	Weaknesses

What difficulties, deficits, problems has ______ encountered in the program?

UDENT's PROGRESS

On a scale of 0-10 how would you rate the student's progress?

How is ______ progressing in his/her program in relation to his/her program responsibilities?

a. Compared to hearing students in the same program?

b. Compared to other deaf students in the same program?

Any accomplishments or other features that distinguish the student's growth and progress?

4. How do you feel about ______'s future employability?

5. Is there anything else you wish to report in relation to ______?

I6

1978-79

INTERVIEW SCHEDULE

EMPLOYEE

(Objective #9)

Initial Information

Name ______________________________ Position ______________________________

Interviewer ___________________________ Date ____________________

1. What is your job title? (Briefly describe job)

2. What is your professional relationship to (Name of Employer)?

3. What is the job title of (Name of Employer)?

4. Would you give me a brief description of (Name of Employer)'s job and the work he does?

Introduction

I am ________. I am working with the Occupational Education Project. This is a major, three-year research project being conducted out of the University of Rochester. I want to talk with you about your experiences in your career. I will be asking you about your feelings about your job, about your employer, and about the people you work with.

Before we begin, are there any questions you would like to ask me about the research project or about what we will be doing?

"B"

PART I - General Employee Attitudes

1. When you were first hired, how did you feel about it?

2. Had you had previous contact with a hearing person? Yes ____ No ____

   a. Was the previous contact:

   School related ____ Work related ____ Social ____

   b. Were your experiences: Positive ____ Negative ____ Both ____

3. What were your reasons for accepting this job?

   a. What do you like about this job?

   b. What do you dislike about this job?

4. How would you feel if your employer hired more deaf workers?

5. How do you think your boss would feel about hiring more deaf workers?

6. How do you think the people you work with would feel if more deaf workers were hired?

"B"

PART I (Continued)

7. How do you feel about the future of mainstreaming?

8. Do you feel deaf workers should be paid on the same scale as other workers?

Yes ____ No ____

Why?

"B"

PART II - Modification of Company Procedures

(Involving primarily communication adjustments)

1. How do you communicate with your supervisor?

2. Do you communicate with your co-workers? Hearing ___ Deaf ___?

   If Hearing, how?

3. Have you had any trouble communicating about your work (i.e. can communicate your questions with ease or difficulty; can clearly understand answers and instructions; etc.)

4. Have you experienced changes because of difficulties with your work

   a. Redefinition of usual job requirements?

Difficulties Exp.	Changes	Reason

   b. Training procedures:

Difficulties Exp.	Changes	Reason

   c. Use of an interpreter?

Difficulties Exp.	Changes	Reason

PART II (Continued)

d. Supervisory approach?

Difficulties Exp.	Changes	Reason

e. Safety precautions?

Difficulties Exp.	Changes	Reason

f. Use of the telephone (i.e. installation of TTY, etc.)?

Difficulties Exp.	Changes	Reason

g. Contact with the public?

Difficulties Exp.	Changes	Reason

h. Communication development within the company or your department (i.e. sign language classes for supervisors or interested employees)?

i. Other (specify)

Difficulties Exp.	Changes	Reason

"B"

PART II (Continued)

5. Since you started working, have you had any problems with

____ Insurance coverage

____ Company policy

____ Union policy

____ Physical exams

____ State safety laws

PART III - Human Relations/Socialization

1. What are your feelings and attitudes about the job area you are presently employed in?

2. On the job, how do you feel you get along with

Co-workers	Supervisor

3. How much do you think you are included in social situations while at work?

Isolated ___ Limited ___ Fully included ___

4. How do the other workers respond to you?

5. How does your employer/supervisor respond to you?

6. Do you think other hearing workers respond to a deaf co-worker differently? Why/Why not?

7. Do you feel it has been a problem, or easy, to mingle with hearing co-workers?
Problem ___ Easy ___
Why?

"B"

PART III (Continued)

8. If a problem, have you or any others tried to change the situation?

You ____ Others ______________________________ (explain who)

a. Why/Why not?

b. If you tried, what did you do?

c. What happened?

"B"

PART IV

A. EVALUATION PROCESS
B. SCHOOL PREPARATION
C. WORKER'S PERFORMANCE
D. WORKER'S PROGRESS

A. EVALUATION PROCESS

1. Is your progress reported: Verbally ____ or Written?

2. Do you know if your evaluation is the same as for hearing employees?

3. How often does your evaluation occur?

4. Do both your supervisor and you evaluate your progress?

5. What factors are considered in evaluating your work?

6. What communication method is used during your evaluation?

7. How do you and your supervisor decide if you have understood the evaluation?

B. SCHOOL PREPARATION

1. Do you feel that your BOCES training in job skills was useful in preparing you for this job? Yes __ No __
In what ways?

"B"

PART IV (Continued)

2. In what ways do you feel your BOCES training helped you to make an adjustment to your job?

3. How do you feel about your skills compared to the other people you work with?

   More prepared ___ Same ___ Less ___

C. WORKER'S PERFORMANCE

1. Are you prompt and regular in attendance?

2. Do you communicate if delayed or absent? Yes __ No __ Sometimes__
   If so, how?

3. How do you feel about being supervised at work?

4. In what ways do you feel your job requires you to accept responsibilities?

5. What are your best work skills?

6. What are your poorest work skills?

PART IV (Continued)

7. Because you are deaf, do you think your work is better __, equal __, or less __ than other hearing employees?

8. Do you have any special problems on the job?

D. WORKER'S PROGRESS

1. Do you feel you have improved in your job responsibilities? How?

2. Compared to hearing workers on the same job, do you feel you have improved

More than ___ Same as ___ Less than ___

3. On a scale of 0-10 how would you rate your progress?

4. Have there been any "special" improvements you'd like to mention?

5. How do you feel about your future opportunities here, or with other employers?

6. Is there anything else about your work we did not discuss that you think is important?

Revised Form "B"/Employee
Objective #9
Winter, 1978

I 7

Follow-Up of BOCES Graduates

Interview Schedule

Name: ______________________ Interviewer: ______________________

Date: ______________________

School for the Deaf Attended: ____________________________

BOCES School Attended: ____________________________

Date of Graduation: ____________________________

"I am ______________________. I am with the Occupational Education Project. This is a major, three year research project being conducted out of the University of Rochester. We have been following your experiences in school for the last (1-3) years and now are interested in following your future plans. I will be asking you a few questions about what you have been doing since you have graduated. Before we begin, are there any questions you would like to ask me about the research project or about what we will be doing?"

1) What have you been doing since you finished school?

2) Have you applied (looked for) a job? _____yes, ______no

(a) If yes: How many jobs have you applied for? ________

(b) Did anyone help you find your job(s)?

(c) If no: What are your reasons for not seeking employment?

(d) What are your plans?

3) What job(s) have you had since you graduated from (Name of school for the deaf?)

For each job the student has held since graduation:

My job was (job title): ____

What did you do?: ____

Where?: ____

____

How long (inclusive dates)?: From ________________ To ________

Reasons for leaving: ____

____

____

My job was (job title): ______________________________

What did you do?: ______________________________

Where?: ______________________________

____

How long (inclusive dates)?: From __________ To ________

Reasons for leaving: ______________________________

____

____

My job was (job title): ______________________________

What did you do?: ______________________________

Where?: ______________________________

____

How long (inclusive dates)?: From __________ To ________

Reasons for leaving: ______________________________

____

____

4) What things did you like about your job?

5) What things did you dislike about your job?

6) What problems did you experience at work? (social, interpersonal)

7) In what ways were the work routines changed to accommodate your needs as a deaf worker? Is there anything other people have to do that you don't have to do?

8) Have you applied for college or advanced training?"

____Yes, ____No, ____How many?

9) At what school(s) did you apply?

Name of School or Program ________________________________

Where: ________________________________

Program or Course: ________________________________

When: Date Started: ____________ Date Left: ____________

Reason for Leaving: ________________________________

____

____

Name of School or Program ________________________________

Where: ________________________________

Program or Course: ________________________________

When: Date Started: ____________ Date Left: ____________

Reason for Leaving: ________________________________

____

____

Name of School or Program ________________________________

Where: ________________________________

Program or Course: ________________________________

When: Date Started: ____________ Date Left: ____________

Reason for Leaving: ________________________________

____

____

10) How are you supporting yourself?

____ my job is supporting me

____ my parents are supporting me

____ I receive S.S.I. (Social Security Supplemental Income)

____ I am on welfare

____ I am receiving unemployment

____ Other (explain) ________________________________

____

____

Feelings: ________________________________

____

____

11) Is there anything you would like to do? Do you feel you need further training?

12) Do your parents pressure you or encourage you to be on you own (self-supporting)?

13) In what ways does your job, college program or vocation training program relate to what you were trained in (your program) at BOCES?

14) Is there anything else we did not discuss that you think is important?

APPENDIX J

Instrumentation for Objective 10

J-1	Interview Protocol and Schedule for Parents (1976-77 and 1977-78, 1978-79 Forms)
J-2	Interview Protocol and Schedule for Target Senior Students (1976-77 and 1977-78, 1978-79 Forms)
J-3	Interview Protocol and Schedule for Hearing Senior Students (1976-77 and 1977-78 Forms)
J-4	Interview Protocol and Schedule for Students Who have Withdrawn from BOCES (1976-77 and 1977-78, 1978-79 Forms)
J-5	Parent Questionnaire (1976-77, 1977-78, and 1978-79 Forms)

J1
1976-77

INTERVIEW PROTOCOL
FOR
PARENTS

(Objectives 10 and 7)
1976-77 Form

This interview deals with two separate areas of information. Part I seeks the reactions, opinions, and experiences that the parents and their deaf son/daughter have had regarding his/her participation in the BOCES program. Part I is used ONLY with the parents of seniors. Most of the senior students will be in their second year at BOCES and will be completing a BOCES course of study in June.

Part II seeks information regarding the social interaction and friendships between the deaf student and his/her hearing classmates. This part of the interview is used will ALL parents that are interviewed. For the parents of juniors, the alternate introduction on page 1 should be used.

This interview seeks for greater detail and explication of some questions that the parents were asked last Fall when they completed a Parent Questionnaire. You should review the parents' copy of this questionnaire so that you will be familiar with the types of information which we obtained from these parents at that time. This can then be used as a follow-up for questions 1, 2, and 4 to see if the perceptions of the parents have changed since they filled out the questionnaire.

COVER SHEET

As much of this information as possible should be completed prior to the interview. It can then be verified with the parents and used throughout the interview for either clarification or verification. Seek any missing cover sheet information prior to beginning the formal interview.

PART I

Question 1. This question seeks to identify all aspects of the program that the parents perceive as being positive. Interviewers should seek information concerning program offerings, the level and adequacy of instruction provided, assistance provided to students, evidences of interest in the deaf students, preparation for jobs, socialization and friendship, experiences in career development, and integration in the hearing world. Probing and direct questioning may bring out some areas of dissatisfactions which can be noted under Question 2. You should allow the parent to respond to the question in its open-ended form. When you are satisfied that the parent has exhausted his/her opinions of the major benefits of the program for their son/daughter, you may wish to direct some questions to any of the areas of information suggested above or to other areas that may have been mentioned but not elaborated in the parent's response. Use any responses that the parents made to Question 9 on the Parent Questionnaire that they have not mentioned in this interview as illustrative examples to ascertain whether they still see these as benefits of BOCES. Record these on the schedule.

Question 2. This question seeks to identify areas in the BOCES program that the parents perceive as disadvantageous. Areas to be probed include busing, lack of trained teachers to instruct deaf students, isolation within the classroom, diminished time spent in academics, and the level of training offered. It is not necessary to probe any areas that were mentioned by parents in response to Question 1 as being positive unless you feel it would help to clarify some discontinuity or ambiguity in the responses. Use any responses that the parents made to Question 10 on the Parent Questionnaire that they have not mentioned in this interview as illustrative examples to ascertain whether they still see these as disadvantages or drawbacks of BOCES. Record the parents' responses to these on the schedule.

Question 3. This question focuses on ways the BOCES program might be improved from the parent's point of view. Even if parents see no disadvantages in their child's attending BOCES, they may still believe that there are areas within the program that can be improved. Interviewers can seek information in such areas as the programs offered; the level of training provided; instructional methodologies; parent and student reporting procedures (level of skill attainment, development of work attitudes and general adjustment at BOCES); and the coordination of the educational effort between BOCES and the School for the Deaf. Use direct questioning or probing to seek parental views on ways to improve any of the above areas. Care should be taken to distinguish between suggestions that refer to improvements for all students and those related only to the problems of the deaf students.

Question 4. This set of questions deal with (1) the information the parents have received regarding their child's experiences and progress at BOCES and (2) the information they would have liked to have received.

Question 4a. This question is concerned with the types and extent of information that parents have received while their child has been at BOCES. The items listed on the Schedule represent some of the reporting procedures mentioned by parents on the Parent Questionnaire. Check all items that apply. Interviewers should seek detailed information about each of the areas in which parents have received information. This should include (1) the source of the information (teacher at BOCES, counselor at BOCES, counselor at School for the Deaf, standard reporting form, etc.) and (2) the types of information received [grades, general attitudes, skills being learned, problems student is having (skill-related or social), program changes, academic progress, etc.]. Items 11 and 12 on the Parent Questionnaire sought the same information as this question. If there is a discrepancy in what parents wrote there and what they say now, use the Parent Questionnaire responses as illustrative examples and ascertain whether changes have occurred during the year.

Question 4b. This question deals with information the parents would like to have received. The interview should probe for types of information that may be desired. These types of information desired may include any of the items listed under Question 4a plus any additional areas the parents may suggest (how parents can help their child in his/her BOCES work, specific information about the BOCES program, information about future job opportunities, counseling, interest/aptitude test information). The items listed suggest some of the procedures whereby parents can receive different types of information. Check all items that apply. More detailed information will probably be gained from this interview that was obtained from Question 13 on the Parent Questionnaire. However, if parents differ in their responses from the Questionnaire, responses to Question 13 should be used to probe as to whether parents have been receiving the types of infoamtion they desired in the Fall.

Question 5. This question asks whether parents have actually recommended the program to other parents. Seek information regarding any actual recommendations and the approximate number of times parents have recommended the program to parents of deaf and to parents of hearing.

Question 6. This question seeks to identify any help that the student might have obtained at the BOCES Center that he would not have had avaiable to him if he/she were enrolled only in courses at the School for the Deaf. Since you are seeking the perceptions of the parents, the help they perceive may have also been available at the home school. However, this is a judgment that should be made in interpreting the data and should not be made during the interview. Therefore, it is essential that you let the parents respond from their viewpoint. It is equally possible that they will not have any notions about the kinds of help that might be available at BOCES that would not be available at the School for the Deaf. It is important to note this information also. Examples of areas that might be mentioned by parents include job counseling, standardized test data, skill assessment, and social training.

Question 7. This question seeks information about the type of help their son/daughter needed at BOCES which was not provided. Parent responses to earlier questions, especially Questions 2 and 4b may provide cues for direct questioning or probing leads. It is possible that parents may identify the use of tutors or interpreters and special help with language or number concepts as areas where assistance was essential to the student's continued growth and learning.

Question 8. The question seeks information regarding the direct contacts made by BOCES teachers or counselors with the parents. Question 8a seeks to identify parent awareness of direct contacts made by teachers or counselors from the BOCES

Center. Since parents often confuse institutional representation, you may wish to use direct questioning to ascertain whether or not they have received messages or letters that were relayed through personnel at the School for the Deaf. If it is established that direct contacts (or attempts at direct contact through School for Deaf personnel) have been made, use Questions 8b and 8c to determine what types of contacts were made, the number of contacts (best recall) and their frequency (how often). Visits to BOCES Open House should not be considered as direct contacts unless the parents were requested to attend by someone at BOCES for the purpose of a short meeting regarding their child's work.

Question 9. This question seeks parental perceptions of their child's feelings about the BOCES program. After asking the question let the parent respond to the open-ended nature of the question. When you feel the parent has explained his/her perceptions as fully as possible, you canprobe or clarify their perceptions in order to scale their response (if necessary). One indication of a child's feelings about the program would be what he says about it.

In scaling the responses, you should use the following criteria as a guide:

Very positive: all their perceptions are clearly positive

Generally positive: a majority of their perceptions are clearly positive

Neutral: their perceptions seem to be neither clearly positive nor negative OR their perceptions seem to be divided somewhat evenly between those that are positive and negative

Generally negative: a majority of their perceptions seem to be clearly negative

Very negative: all of their perceptions are clearly negative

Question 10. This question deals with the parents' general perceptions of the program.

Question 10a. Follow the same procedures in asking the question, clarifying or probing feelings and scaling responses. Use the same criteria for scaling this response that you used in scaling the response for Question 9.

Question 10b. This question seeks a hypothetical response. Use probing and direct questioning leads to obtain explicit reasons why they would (or would not) enroll their child in the BOCES Center program again. Be sure to note any differentiations they propose (e.g. "I would send him again but insist on his/her taking a different course of study.") or reservations they suggest (e.g. "I would send him/her again but . . . .").

Question 11. This question seeks the parents' perceptions of their child's plans when he/she graduates and their perceptions of how the BOCES program has (or has not) contributed to the pursuit of these plans.

Question 11a. The interviewer should obtain the parents' perception of the student's general plans for the immediate future and the specific area in which they believe he/she will be studying or seeking employment.

Question 11b. In this question the interviewer is seeking information concerning the extent to which the parents believe the BOCES Center program has prepared the student to pursue his/her plans. Parents should be asked to explain their responses. If they feel the program has prepared their child, an explicit response stating how (or in what ways) he/she has been prepared should be recorded. If they feel he/she has not been prepared, an explicit response explaining why he/she isn't prepared should be recorded. If they are uncertain or unsure of how the program has prepared him, obtain explicit details explaining their uncertainity.

Question 12. This question is designed to elicit any other feelings about and reactions to the BOCES program that have not already been stated. Parents may have feelings or reactions that were not covered or mentioned. This question serves to identify these and to allow the parent to speak his/her mind on any topic or area. Responses given here may well be related to areas previously covered. If responses are, in fact, related to other questions, protocol procedures for that question should be followed.

PART II

This part of the interview is concerned with the deaf students' social adjustment and friendship patterns with hearing students at BOCES.

Question 1. This question seeks to identify changes in behavior (as opposed to changes in attitudes). Behavior is defined as overt activity in which the student engages. The types of behavior being sought by this question are those involving interaction with other persons. Examples would be spending more or less time with friends, including hearing friends in groups he/she is a part of, seeking information from hearing persons, etc. Engaging in activities related to skills learned at BOCES would not be a type of behavior being sought except as this involved a change in friendship or interpersonal behavior patterns. Use the seeking examples leads to obtain statements that illustrate the type of behavioral changes that the parents have observed.

Question 2. This question deals with changes in attitude. Attitudes are defined as beliefs, opinions or feelings about things, people, and events. The types of attitudes being sought by this question are those involving feelings about school in general, the world of work, situations involving hearing people (both peers and adults), or being deaf in a hearing world. Attitudinal changes will be more difficult to identify and you should be prepared to help the parents think about their child's interactions and the attitudes that underlie them. Some cues to helping the parents respond may be obtained from Question 1 since it is quite possible that some attitudinal changes may be associated with the behavioral changes that have been identified. The interviewer should seek examples to illustrate the changes that are elicited. If the parents state there have been no changes, use probing and clarification leads to verify their response.

Question 3a. This question seeks information regarding any hearing friends from the BOCES that the student may have. Here a friend is defined as a hearing person with whom the deaf student has had more than casual contact during class-time. This should not be coded affirmatively unless the parent can give substantiating information in Question 3b.

Question 3b. This question seeks information regarding the source and extent of the parents' information about their child's relationship with hearing friends. Examples of responses would be "the hearing student(s) come here," "our son/daughter has visited them," "our son/daughter goes places with them (e.g. movies, parties, sports)," "our son/daughter has told us about them." Ascertain if the deaf student knew the hearing friend(s) before their BOCES experience and determine, if possible, what part BOCES has played in developing or continuing the friendship.

Question 4. This question seeks specific information regarding the invitation of BOCES hearing friends to the home ("yes" or "no"). If a "yes" to this question has been indicated in the response to Question 3, you can check "yes" and reword the question "On what occasions did _________ invite BOCES hearing friends to your home?" If a "no" answer is received, probe the parents' perception of why hearing students were not invited.

Question 5. This question deals with three dimensions of social interaction in which the BOCES program may have made a difference in the students social and communication skills with the hearing. All 3 parts of the question (a, b and c) should be asked. For each part, the parents' reasons for the response given (yes or no) should be elicited.

Question 6. This question elicits information regarding the student's perception of his/her hearing student friends at BOCES in relation to his/her perception of his/her friends at the School for the Deaf. This question should be confined to a comparison of their friends and should not be confused with their comparison of the student body in general. For example, does he compare how his/her friends dress, how they behave, what they talk about, where they go after school, who they associate with, who they date, what teachers they like (or dislike). Since you are seeking the parents' perception of these comparisons, you should use the seeking examples lead to obtain statements that illustrate the nature of the comparisons that have been shared with the parents. If parents respond "no," introduce one or two of the areas mentioned above to verify their statement.

J1
1976-7

INTERVIEW SCHEDULE

FOR

REACTIONS, OPINIONS, & EXPERIENCES REGARDING THE BOCES PROGRAM

Parents Form

(Objectives 10 and 7)

1976-77

IDENTIFYING DATA

Father's Name____________________________ Mother's Name____________________________

*Child's Name____________________________ Sex: Male __ Female __

Course of Study____________________________ Location____________________________

School____________________________ Date____________________________

Year in BOCES (Check): First ☐ Second ☐ Third ☐ Grade level: Sr._ Jr._

Interviewer____________________________

* If the family has more than one child attending BOCES, ascertain their name(s), the course of study and the number of years they have attended BOCES.

FOR PARENTS OF SENIORS begin the interview with:

I want to talk with you about _________'s experiences in the BOCES program. Since we are making a detailed study of this program, it will be helpful to us and to other programs throughout the country to learn how you feel the program has or has not helped ___________ and how you feel it could be improved. Please be as frank as you can. Your feelings about and reactions to the program will be appreciated.

FOR PARENTS OF JUNIORS begin the interview with:

I am part of a team that is studying the program for deaf students at the BOCES Center. I want to talk with you about _________ and how you think the program has affected his/her social life. I'd like to have you tell how you think the program has affected _______________'s behavior, attitudes, and the friends he/she has made.

PART I

1. "What have been the major benefits of ________'s attending BOCES?"

2. "What have been the disadvantages of ________'s attending BOCES?"

3. "In what ways do you think the program at BOCES could be improved?"

4. a. "What types of information did you receive concerning __________'s work at BOCES?"

______ Periodic report cards and grades.

______ General information and evaluation (state how received).

______ Individualized evaluation and planning (state with whom).

______ Other (specify)

b. "What types of information would you have liked to have received about ____________ as he/she was progressing through the program?"

_____ Periodic report cards and grades.

_____ General information and evaluation (state how received).

_____ Individualized evaluation and planning (state with whom).

_____ Standardized testing

_____ Parent conference

_____ Counseling for parents and their child

_____ Other (specify)

5. "Have you recommended the BOCES program to other parents?" Yes __ No __

If yes, "How often?"

"To other parents of deaf children?" Yes __ No __

If yes, "How often?"

"To other parents of hearing children?" Yes __ No __

If yes, "How often?"

6. "What help did _________ receive at the BOCES Center that wouldn't have been available at (home school)?"

7. "What help was not provided for _______ that you feel should have been available?"

8. a. "As _________'s parent(s), were you ever contacted by the teachers or counselors at BOCES?"

Yes __ No __

b. "What types of contacts were made?"

c. "How often were contacts made?"

9. "How do you believe _________ felt about the BOCES program most of the time?"

☐	☐	☐	☐	☐
Very positive	Generally positive	Neutral	Generally negative	Very negative

10. a. "How did you feel about the BOCES program most of the time?"

☐	☐	☐	☐	☐
Very positive	Generally positive	Neutral	Generally negative	Very negative

b. "If you had to make the decision to send ________ to BOCES again, would you send him/her?"

Yes __ No__

If yes, "Why?"

If no, "Why not?"

11. a. "What does __________ plan to do when he/she graduates?"

____ college ____ technical training ____ job _____ no plans

b. "Do you believe the program has prepared __________ (to pursue what goals or plans are related in response to 11a)

Yes __ No __ Don't Know __ Not Sure __

If yes, "How?"

If no, "Why not?"

If not sure, explain.

12. "Do you have any other feelings about or reactions to the BOCES program that you want to share?"

PART II

(Introduction for parents of seniors only)

"Now, I'd like to talk with you specifically about ________'s program and friends at the BOCES Center. I'd like to have you tell how you think the program has affected ________'s social life and the friends he has made.

1. "Have you noted any changes in __________'s behavior since he started attending the BOCES program?"

   Yes __ No__

   "What changes have you observed?"

2. "Have you noted any changes in _________'s attitudes since he started attending the BOCES program?"

   Yes __ No __

   "What changes have you noticed?"

3. a. "Does ________ have hearing friends at the BOCES Center?"

      Yes __ No __

   b. "How did you learn about these friends?"

4. "Has _________ invited BOCES hearing friends to visit your home?"

   Yes __ No __

   If yes, a. for what purposes (or on what occasions)?

   b. how often?

   c. did the friends come?

   If no, a. why do you think ________ has never invited any hearing friends to visit here at home?

5. "Do you think the BOCES program has helped ________

   a. to prepare for social interaction at work (college or whatever is appropriate for the plans)?"

      Yes __ No __

      (Either answer should be explained)

   b. to communicate more effectively with hearing people?"

      Yes __ No __

      (Either answer should be explained)

   c. to make friends with hearing people?"

      Yes __ No __

      (Either answer should be explained)

6. "Did ________ ever compare the friends he has at (home school) with those he has at BOCES?"

   Yes __ No __

   If yes, "What kinds of comparisons did he/she make?"

J1
1977-78
1978-79

INTERVIEW PROTOCOL
FOR
PARENTS
(Objective 10)
1977-78

This interview deals with two separate areas of information. Part I seeks the reactions, opinions, and experiences that the parents and their deaf son/daughter have had regarding his/her participation in the BOCES program. Part I is used ONLY with the parents of seniors. Most of the senior students will be in their second year at BOCES and will be completing a BOCES course of study in June.

Part II seeks information regarding the social interaction and friendships between the deaf student and his/her hearing classmates. This part of the interview is used with ALL parents that are interviewed. For the parents of juniors, use the introduction on the cover page. Use the statement of interview transition on page 7 for parents of seniors.

This interview seeks for greater detail and explication of some questions that the parents were asked last Fall when they completed a Parent Questionnaire. You should review the parents' copy of this questionnaire so that you will be familiar with the types of information which we obtained from these parents at that time. This can then be used as a follow-up for questions 1, 2, and 4 to see if the perceptions of the parents have changed since they filled out the questionnaire.

COVER SHEET

As much of this information as possible should be completed prior to the interview. It can then be verified with the parents and used throughout the interview for either clarification or verification. Seek any missing cover sheet information prior to beginning the formal interview.

PART I

Question 1. This question seeks to identify all aspects of the program that the parents perceive as being positive. Interviewers should seek information concerning program offerings, the level and adequacy of instruction provided, assistance provided to students, evidences of interest in the deaf students, preparation for jobs, socialization and friendship, experiences in career development, and integration in the hearing world. Probing and direct questioning may bring out some areas of dissatisfactions which can be noted under Question 2. You should allow the parents to respond to the question in its open-ended form. When you are satisfied that the parent has exhausted his/her opinions of the major benefits of the program for their son/daughter, you may wish to direct some questions to any of the areas of information suggested above or to other areas that may have been mentioned but not elaborated in the parent's response. Use any responses that the parents made to Question 9 on the Parent Questionnaire that they have not mentioned in this interview as illustrative examples to ascertain whether they still see these as benefits of BOCES. Record these on the schedule.

Question 2. This question seeks to identify areas in the BOCES program that the parents perceive as disadvantageous. Areas to be proved include busing, lack of trained teachers to instruct teaf students, isolation within the classroom, diminished time spent in academics, and the level of training offered. It is not necessary to probe any areas that were mentioned by parents in response to Question 1 as being positive unless you feel it would help to clarify some discontinuity or ambiguity in the responses. Use any responses that the parents made to Question 10 on the Parent Questionnaire that they have not mentioned in this interview as illustrative examples to ascertain whether they still see these as disadvantages or drawbacks of BOCES. Record the parents' responses to these on the schedule.

Question 3. This question focuses on ways the BOCES program might be improved from the parent's point of view. Even if parents see no disadvantages in their child's attending BOCES, they may still believe that there are areas within the program that can be improved. Interviewers can seek information in such areas as the programs offered; the level of training provided; instructional methodologies; parent and student reporting prodedures (level of skill attainment, development of work attitudes and general adjustment ot BOCES); the coordination of the educational effort between BOCES and the School for the Deaf. Use direct questioning or probing to seek parental views on ways to improve any of the above areas. Care should be taken to distinguish between suggestions that refer to improvements for all students and those related only to the problems of the deaf students.

Question 4. This set of questions deal with (1) the information the parents have received regarding their child's experiences and progress at BOCES and (2) the information they would have liked to have received.

Question 4a. This question is concerned with the types and extent of information that parents have received while their child has been at BOCES. The five (5) items listed on the Schedule represent some of the reporting procedures mentioned by parents earlier. Check all items that apply and note under "other" any other types of information which the parent reported receiving. You should seek detailed information about each of the areas in which parents have received information following the sub-questions provided using probing and direct questioning leads to obtain necessary descriptive detail.

Sources of information (teacher at BOCES, counselor at BOCES, counselor at School for the Deaf, standard reporting form, etc.) and the types of information received [grades, general attitudes, skills being learned, problems students is having (skill-related or social), program changes, academic progress] are important areas to probe. Probe each area to ascertain if the information was satisfactory or unsatisfactory.

Question 4b. This question deals with information the parents would like to have received. The interview should probe for types of information that may be desired. These types of information desired may include any of the items listed under Question 4a plus any additional areas the parents may suggest (how parents can help their child in his/her BOCES work, specific information about the BOCES program, information about future job opportunities, counseling, interest/aptitude test information, how parents would like to receive these results). The items listed suggest some of the procedures whereby parents can receive different types of information. Check all items that apply. More detailed information will probably be gained from this interview than was obtained from Question 1 on the Parent Questionnaire. However, if parents differ in their responses from the questionnaire responses to Question 1 should be used to probe as to whether parents have been receiving the types of information they desired in the Fall. Note additional responses to any area listed in the space provided following "other". Probe to ascertain how they would like to receive information and how frequently.

Question 5. This question asks whether parents have actually recommended the program to other parents. Seek information regarding any actual recommendations and the approximate number of times parents have recommended the program to parents of deaf and to parents of hearing.

Question 6. This question seeks to identify any help that the student might have obtained at the BOCES center that he would not have had available to him if he/she were enrolled only in courses at the School for the Deaf. Since you are seeking the perceptions of the parents, the help they perceive may have also been available at the home school. However, this is a judgment that should be made in interpreting the data and should not be made during the interview. Therefore, it is essential that you let the parents respond from their viewpoint. It is equally possible that they will not have any notions about the kinds of help that might be available at BOCES that would not be available at the School for the Deaf. It is important to note this information also. Examples of areas that might be mentioned by parents include counseling, standardized test data, skill assessment, and social training.

Question 7. This question seeks information about the type of help their son/daughter needed at BOCES which was not provided. Parent responses to earlier questions, especially Questions 2 and 4b may provide cues for direct questioning or probing leads. It is possible that parents may identify the use of tutors or interpreters and special help with language or number concepts as areas where assistance was essential to the student's continued growth and learning.

Question 8. The question seeks information regarding the direct contacts made by BOCES teachers or counselors with the parents. Question 8a seeks to identify parent awareness of direct contacts made by teachers or counselors from the BOCES Center. Since parents often confuse institutional representation, you may wish to use direct questioning to ascertain whether or not they have received messages or letter that were relayed through personnel at the School for the Deaf. If it is established that direct contacts (or attempts to direct contact through School for Deaf personnel) have been made, use Questions 8b and 8c to determine what types of contacts were made, the number of contacts (best recall) and their frequency (how often). Visits to BOCES Open House should not be considered as direct contacts unless the parents were requested to attend by someone at BOCES for the purpose of a short meeting regarding their child's work.

Question 9. This question seeks parental perceptions of their child's feelings about the BOCES program. After asking the question let the parent respond to the open-ended nature of the question. When you feel the parent has explained his/her perceptions as fully as possible, you can probe or clarify their perceptions in order to scale their response (if necessary). One indication of a child's feelings about the program would be what he says about it.

In scaling the responses, you should use the following criteria as a guide:

Very positive: all their perceptions are clearly positive

Generally positive: a majority of their perceptions are clearly positive

Neutral: their perceptions seem to be neither clearly positive nor negative OR their perceptions seem to be divided somewhat evenly between those that are positive and negative.

Generally negative: a majority of their perceptions seem to be clearly negative

Very negative: all of their perceptions are clearly negative

Question 10. This question deals with the parents' general perceptions of the program.

Question 10a. Follow the same procedures in asking the question, clarifying or probing feelings and scaling responses. Use the same criteria for scaling this response that you used in scaling the response for Question 9.

Question 10b. This question seeks a hypothetical response. Use probing and direct questioning leads to obtain explicit reasons why they would (or would not) enroll their child in the BOCES Center program again. Be sure to note any differentiations they propose (e.g. "I would send him again but insist on his/her taking a different course of study.") or reservations they suggest (e.g. "I would send him/her again but . . . .").

Question 11. This question seeks the parents' perceptions of their child's plans when he/she graduates and their perceptions of how the BOCES program has (or has not) contributed to the pursuit of these plans.

Question 11a. The interviewer should obtain the parents' perception of the student's general plans for the immediate future and the specific area in which they believe he/she will be studying or seeking employment.

Question 11b. In this question the interviewer is seeking information concerning the extent to which the parents believe the BOCES Center program has prepared the student to pursue his/her plans. Parents should be asked to explain their responses. If they feel the program has prepared their child, an explicit response stating how (or in what ways) he/she has been prepared should be recorded. If they feel he/she has not been prepared, an explicit response explaining why he/she isn't prepared should be recorded. If they are uncertain or unsure of how the program has prepared him, obtain explicit details explaining their uncertainity.

Question 12. This question is designed to elicit any other feelings about and reactions to the BOCES program that have not already been stated. Parents may have feelings or reactions that were not covered or mentioned. This question serves to identify these and to allow the parent to speak his/her mind on any topic or area. Responses given here may well be related to areas previously covered. If responses are, in fact, related to other questions, protocol procedures for that question should be followed.

PART II

This part of the interview is concerned with the deaf students' social adjustment and friendship patterns with hearing students at BOCES.

Question 1. This question seeks to identify changes in behavior (as opposed to changes in attitudes). Behavior is defined as overt activity in which the student engages. The types of behavior being sought by this question are those involving interaction with other persons. Examples would be spending more or less time with friends, including hearing friends in groups he/she is a part of, seeking information from hearing persons, etc. Engaging in activities related to skills learned at BOCES would not be a type of behavior being sought except as this involved a change in friendship or interpersonal behavior patterns. Use the seeking examples leads to obtain statements that illustrate the types of behavioral changes that the parents have observed.

Question 2. This question deals with changes in attitude. Attitudes are defined as beliefs, opinions or feelings about things, people, and events. The types of attitudes being sought by this question are those involving feelings about school in general, the world of work, situations involving hearing people (both peers and adults), or being deaf in a hearing world. Attitudinal changes will be more difficult to identify and you should be prepared to help the parents think about their child's interactions and the attitudes that underlie them. Some cues to helping the parents respond may be obtained from Question 1 since it is quite possible that some attitudinal changes may be associated with the behavioral changes that have been identified. The interviewer should seek examples to illustrate the changes that are elicited. If the parents state there have been no changes, use probing and clarification leads to verify their response.

Question 3a. This question seeks information regarding any hearing friends from the BOCES that the student may have. Here a friend is defined as a hearing person with whom the deaf student has had more than casual contact during classtime. This should not be coded affirmatively unless the parent can give substantiating information in Question 3b.

Question 3b. This question seeks information regarding the source and extent of the parents' information about their child's relationship with hearing friends. Examples of responses would be "the hearing student(s) come here," "our son/daughter has visited them," "our son/daughter goes places with them (E.g. movies, parties, sports)," "our son/daughter has told us about them." Ascertain if the deaf student knew the hearing friend(s) before their BOCES experience and determine, if possible, what part BOCES has played in developing or continuing the friendship.

Question 4a. This question seeks specific information regarding the invitation of BOCES hearing friends to the home ("yes" or "no"). If a "yes" to this question has been indicated in the response to Question 3, you can check "yes" and reword the question "On what occasions did _______ invite BOCES hearing friends to your home?" If a "no" answer is received, probe the parents' perception of why hearing students were not invited.

Question 4b. If a "yes" to this question has been indicated you can check yes and reword the question "On what occasions did hearing friends invite _______ to their home? If a "no" answer is received, probe the parents perception of why hearing students have not invited _______ to their home.

Question 5. This question deals with three dimensions of social interaction in which the BOCES program may have made a difference in the students social and communication skills with the hearing. All three parts of the question (a, b, and c) should be asked. For each part, the parents' reasons for the response given (yes or no) should be elicited.

Question 6. This question elicits information regarding the student's perception of his/her hearing student friends at BOCES in relation to his/her perception of his/her friends at the School for the Deaf. This question should be confined to a comparison of their friends and should not be confused with their comparison of the student body in general. For example, does he compare how his/her friends dress, how they behave, what they talk about, where they go after school, who they associate with, who they date, what teachers they like (or dislike). Since you are seeking the parents' perception of these comparisons, you should use the seeking examples leads to obtain statements that illustrate the nature of the comparisons that have been shared with the parents. If parents respond "no," introduce one or two of the areas mentioned above to verify their statements.

J 1
1977-78
1978-79

INTERVIEW SCHEDULE

FOR

REACTIONS, OPINIONS AND EXPERIENCES REGARDING THE BOCES PROGRAM

Parents Form

1977-73

(Objective 10)

IDENTIFYING DATA

Father's Name____________________ Mother's Name____________________

*Child's Name____________________ Sex: Male ___ Female ___

Course of Study____________________ Location____________________

School____________________ Date____________________

Year in BOCES (Check): First ☐ Second ☐ Third ☐ Grade level: Sr__ Jr__

Interviewer____________________

* If the family has more than one child attending BOCES, ascertain their name(s), the course of study and the number of years they have attended BOCES.

FOR PARENTS OF SENIORS begin the interview with:

I want to talk with you about _______'s experiences in the BOCES program. Since we are making a detailed study of this program, it will be helpful to us and to other programs throughout the country to learn how you feel the program has or has not helped _______ and how you feel it could be improved. Please be as frank as you can. Your feelings about and reactions to the program will be appreciated.

FOR PARENTS OF JUNIORS begin the interview with Part II.

I am part of a team that is studying the program for deaf students at the BOCES Center. I want to talk with you about _______ and how you think the program has affected his/her social life. I'd like to have you tell how you think the program has affected _______'s behavior, attitudes, and the friends he/she has made.

PART I

1. "What have been the major benefits of ______'s attending BOCES?"

2. "What have been the disadvantages of ______'s attending BOCES?"

3. "In what ways do you think the program at BOCES could be improved?"

4 a. "What types of information did you receive concerning _______'s work at BOCES?"

1. General information and evaluation of BOCES work

   If received, "How was it sent?"

   "How frequent was it?"

   "Was it beneficial and complete?"

   "Who sent it to you?"

   "Was it report cards only?"

2. Periodic report cards and grades

   If received, "In what way was this information satisfactory? Unsatisfactory?"

3. Individualized evaluation and planning of BOCES experience

   If yes, "With whom was this done?"

   "How frequent?"

4. Parent conference

   "With whom?"

   "How frequent?"

   "For what purpose would you request a conference?"

5. Counseling for parents and their child

"With whom?"

"How frequent?"

"For what reasons?"

6. Other (specify and explain)

4 b. "What types of information would you have liked to have received about _______ as he/she was progressing through the program?"

1. General information

____ report cards regularly giving his/her grades

____ written reports on his/her progress

____ other (specify)

2. Program information

____ will the staff help _______ get a job when he/she graduates

____ what kinds of jobs BOCES training leads to

____ if the deaf are hired for the jobs ______ is preparing for

____ other (specify)

3. Progress at BOCES

____ how well the hearing students got along with _______

____ if _______ can work alone

____ if he/she is skilled enough to work in this area

____ standardized test results (interest and aptitude)

____ conference with a counselor at BOCES

____ how (parent) can help ______ if he/she needs help

____ other (specify)

5. "Have you recommended the BOCES program to other parents?" Yes ___ No ___

If yes, "How often?"

"To other parents of deaf children?" Yes ___ No ___

If yes, "How often?"

"To other parents of hearing children?" Yes ___ No ___

If yes, "How often?"

6. "What help did _______ receive at the BOCES Center that wouldn't have been available at (home school)?"

7. "What help was not provided for _______ that you feel should have been available?"

8. a. "As _______'s parent(s), were you ever contacted by the teachers or counselors at BOCES?"

Yes ___ No ___

b. "What types of contacts were made?"

c. "How often were contacts made?"

9. "How do you believe _______ felt about the BOCES program most of the time?"

☐ Very positive ☐ Generally positive ☐ Neutral ☐ Generally negative ☐ Very negative

10. a. "How did you feel about the BOCES program most of the time?"

☐ Very positive ☐ Generally positive ☐ Neutral ☐ Generally negative ☐ Very negative

b. "If you had to make the decision to send _______ to BOCES again, would you send him/her?"

Yes __ No __

If yes, "Why?"

If no, "Why not?"

11. a. "What does _______ plan to do when he/she graduates?"

___ college ___ technical training ___ job ___ no plans

b. "Do you believe the program has prepared _______ (to pursue what goals or plans are related in response to 11a)

Yes ___ No ___ Don't Know ___ Not Sure ___

If yes, "How?"

If no, "Why not?"

If not sure, explain.

12. "Do you have any other feelings about or reactions to the BOCES program that you want to share?'

PART II
INTRODUCTION

A. Use the introduction on the cover sheet for parents of juniors.

B. Use the following statement of transition when interviewing parents of seniors: "Now, I'd like to talk with you specifically about _______'s program and friends at the BOCES Center. I'd like to have you tell how you think the program has affected _______'s social life and the friends he/she has made."

1. "Have you noted any changes in _______'s behavior since he started attending the BOCES program?"

   Yes __ No __

   "What changes have you observed?"

2. "Have you noted any changes in _______'s attitudes since he started attending the BOCES program?"

   Yes __ No __

   "What changes have you noticed?"

3. a. "Does _______ have hearing friends at the BOCES Center?"

   Yes __ No __

   b. "How did you learn about these friends?"

4. a. "Has _______ invited BOCES hearing friends to visit your home?"

   Yes __ No __

   If yes, for what purposes (or on what occasions)?

   how often?

   did the friends come?

   If no, why do you think _______ has never invited any hearing friends to visit here at home?

4 b. "Have hearing friends from BOCES ever invited ______ to their home?"

Yes __ No __

If yes, for what purposes (or on what occasions)?

how often?

did ______ go?

If no, why do you think none of the hearing friends ever invited ______ to visit their home?

5. "Do you think the BOCES program has helped ______

a. to prepare for social interaction at work (college or whatever is appropriate for the plans)?"

Yes __ No __ (Either answer should be explained)

b. to communicate more effectively with hearing people?"

Yes __ No __ (Either answer should be explained)

c. to make friends with hearing people?"

Yes __ No __ (Either answer should be explained)

6. "Did ______ ever compare the friends he/she has at (home school) with those he/she has at BOCES?"

Yes __ No __

If yes, 'What kinds of comparisons did he/she make?"

J2
1976-77

INTERVIEW PROTOCOL

for

TARGET SENIOR STUDENTS

(Objective 10)

1976-77

Overview. This interview seeks the reactions, opinions, and experiences of SENIOR students regarding their experiences at BOCES. Most of these students will be in their second year at BOCES and will be completing a BOCES course of study in June. Information is also sought regarding the students' plans after high school and their perceptions of the adequacy of the BOCES training they received.

Purpose. Interviews with graduating seniors will be one of the most important activities in the study. This interview serves to provide input concerning the effectiveness of the BOCES program as the student expresses it. Interviewers should take their time with each question, seeking to probe the different dimensions of the program that have been experienced. The interview begins by asking students what they like/dislike. It should be easier for students to begin by talking about those parts of the program that have affected them most positively or negatively. These initial questions are then followed by a series of questions that probe different dimensions of their experience (academic, social) seeking their reaction to such activities as skill learning, grading, social interaction, support services provided. This is not our last contact with the BOCES graduates. He/she will be followed at College (or other higher education) or at work periodically (they will be advised of these follow-up contacts). However, it is important that you obtain as complete a record of the student's reaction to and opinion of the program so that this information can be considered in relation to experiences which the student will have during the next two years that we will be in touch with him/her.

Interviewers should keep in mind that they are trying to describe what has happened to students and how they felt about what has happened. In this sense, then, interviewers should be always alert to differentiating between what has happened and student suggestions as to what should happen. This is extremely important in distinguishing between student reactions to or opinions of the program and student opinions about what can be done to improve or change the program. While both types of information are important to record, it is most essential to record what has happened.

COVER SHEET

As much of this information as possible should be completed prior to the interview. It should then be verified with the student and used throughout the interview for clarification and verification of statements. Any missing information should be filled in prior to beginning Question 1.

Questions 1 and 2.

These questions are open-ended questions seeking information about what students have liked or disliked in their program at BOCES. Deaf students may encounter difficulty with the word 'program'. Try substituting the name of the specific content area (i.e. keypunch, drafting) in which the student is enrolled. If you get a response like "I like it fine." or "I like keypunch.... I don't like food service)", provide specific choices and follow their response with "why" or "why did you like it?" As the initial questions, it should be easy for students to talk about what they have liked or disliked in a very unrestricted way. These questions should serve to help students relax and feel more comfortable in the interview situation. Interviewers can use information provided by the respondents as cues for further inquiry later either in a general way or with reference to any of the more specific questions in the Schedule. What the students have liked or disliked may suggest probing, direct questioning or clarifying leads which you might use in gathering specific information about the skills they have learned, the teachers they have had, the friends they have made or other aspects of their involvement in the BOCES program. Therefore, in addition to the direct usefulness of the information to be recorded for these questions, interviewers should be alert to other specific areas of inquiry which may be pursued.

Question 3.

These questions are designed to probe the way students think and feel about the "work skills" (referred to as "things" in the Interview Schedule question) they have learned at BOCES. Work skills are defined as those specific tasks or activities which are essential to performing a job (or jobs) related to the program of study. Insofar as possible, interviewers should try to identify the specific task or skill or to describe it sufficiently so that it can be identified later.

Question 3a. Students may respond in a general fashion (e.g. "fix a motor", "arrange flowers"). In such instances, interviewers should direct the student to be more specific (e.g. "adjust a carburetor ", wash and set hair"). If the deaf student responds in a general fashion or with the name of the program, sign "Can you tell me more?" "I don't know much about (printing)". "What does a (printing person) do?" If this doesn't elicit a response, use direct probing, suggesting specific skills and ask if the student can do these things. Asterisk (*) any response comments on the schedule to show they were not spontaneous but rather the result of further questioning or probing. While interviewers should identify the skills mentioned, an equally important assessment is the student's ability to identify the skills associated with the work he/she has been studying.

Question 3b. Interviewers should seek to verify the "yes" or "no" response through direct questioning and probing which allows the respondent to elaborate on the uses that can be made of the skills attained. It will be helpful to refer specifically to the skills mentioned in 3a. Use of visual space will help to clarify the question for the student. For example, sign the following using a specific visual space: "You said you learned to do (make pastry, make salads, wait on tables, and double recipes)." "Do you think these will help you get a job?" Direct the sign 'these' to the space used to list the skills.

Question 3c. This question seeks information about tasks or skills to which the student was not exposed. These may be more advanced tasks (beyond the scope of the course he/she was taking) or they may be skills which the student believes should have been a part of the course. Applying the same principles of utilizing visual space as in Question 3b will be helpful in clarifying the question for the deaf student. Interviewers should be particularly alert to whether the student is identifying tasks or skills which may not have been a part of the course because the instructor assumed prior competency (e.g. arithmetic computations, reading activities, handling tools).

Question 3d. This question seeks to identify how the student has related the skills he/she has learned to his/her future plans. Applying the same principles of utilizing visual space as in Question 3b will be helpful in clarifying the question for the deaf student. Since Question 7 will go into the details of their future plans, interviewers should seek to focus at this time on the expected use of the skills.

Question 4.

This question area deals with instructional matters and with the respondent's relationship to school personnel who were in a position to help them with their training/learning.

Question 4a(1). This question seeks information concerning feelings about their instructors at BOCES. If "What did you like (dislike)?" does not elicit a response, sign "Why?" or "What made you like (dislike) your teachers?" Interviewers should use probing, direct questioning and clarification leads in identifying the general nature of their feelings about the teaching staff and the types of instructional behaviors they liked/disliked. Students will probably be able to distinguish between those teachers they liked and those they disliked. The "like/dislike" factors may be a helpful line to pursue in making determinations about their feelings (positive-negative).

Question 4a(2). This question seeks to identify the extent to which teachers helped deaf students to learn the skills necessary to progress in their training. Interviewers should attempt to identify instructional methods which were helpful, teacher behaviors that were supportive, and other class activities that teachers provided which students mention as being helpful in the learning process.

Question 4a(3). This question seeks to ascertain how the occupational education teachers could have been more helpful to the students in the teaching-learning process. Interviewers should focus on the opinions of students with reference to the instructional methods employed, adaptations or modifications in methodology needed, communication deficiencies or special help which the student seemed to need.

Question 4b(1) and 4b(2). These questions focus on the degree of difficulty (hard-easy) which the student encountered in learning the different skills associated with his/her program. Interviewers should try to identify the specific work skills in each area (or describe them sufficiently for later identification) and insofar as possible ascertain if these difficulties were associated with basic learning deficiencies (e.g. math, language), with communication problems (speaking, observing, reading), with manual dexterity or eye-hand-foot coordination, or other academic-manual concerns.

Question 4b(3), 4b(4) and 4b(5). These three questions pursue the student's perception of the kinds of help that he/she needed to learn these tasks, whether or not they get such specific help, who offered the help and in what form. Probing, direct questioning and seeking examples leads should be used to obtain specific in-depth information concerning the problems which the student perceived.

Question 4c(1), 4c(2) and 4c(3). These questions are directed specifically at the means of communication between the student and the teacher. You should identify the means the student employed in talking to the teacher (question 4c(1), the means used by the teacher to talk to the student (Question 4c(2)) and their specific problems in communication as well as other problems that may have resulted from communication difficulties. You should use direct questioning or probing to explore any problems identified in Question 4c(3)).

Questions 4c(4), 4c(5) and 4c(6). These questions are directed specifically at the means of communication between the student and the hearing students in the class. Follow the same pattern of questioning or probing used for the previous set.

Question 5.

The questions in this area are concerned with the procedures used in evaluating student progress and accomplishments. Interviewers should be alert to assess how the respondents view evaluation and how they viewed (or assessed) themselves as a result of their evaluations.

Questions 5a(1), 5a(2) and 5a(3). Focuses on the use of tests (written and oral) in assessing student progress or task accomplishments and the students' view of these tests as a means of assessing their achievements. In question 5a(3) the interview should use probing or direct questioning to ascertain in what way the tests were used by the students as a vehicle for their self-assessment.

Questions 5b(1), 5b(2), and 5b(3), 5b(4) and 5b(5). Deals with the periodic marking (or grading) that was used and with the students' use of these grades as a measure of self-assessment. While it can be expected that students will be concerned with "pass", "fail" concepts, interviewers should probe for evidence of students' use of marks as a means of self and work-skill evaluation.

Question 6.

These questions focus on the socialization possibilities of working/studying side-by-side with hearing students. In this set of questions you are attempting to ascertain the extent of the student's involvement with hearing students and the nature of the relationships they have established with them.

Question 6a(1). This question provides information concerning the student's experiences before attending BOCES. If the student has been in a school (or schools) with hearing students prior to attending BOCES, obtain the specifics needed for background interpretation (e.g. where, length of time).

Question 6a(2). This question seeks general information concerning the student's experiences with hearing students at the BOCES Center. Question 6a(2) is a general "yes"-"no" assessment of the interviewee's reaction to attending classes with hearing students.

Questions 6a(3) and 6a(4). These questions to pursue in-depth examples of how learning with hearing students either facilitated or inhibited the learning of the respondents. Use seeking examples and direct questioning leads to elicit specific details or life situations descriptions.

Questions 6b(1), 6b(2) and 6b(3). These questions seek specific information regarding student perceptions of the friendship patterns they have established at the BOCES Center. In Question 6b(3), try to determine the number of hearing friendships established using the scale in the Interview Schedule.

Questions 6b(4) and 6b(5). These questions elicit information relative to the process of making friends and the problems deaf students may have encountered. Interviewers should be alert to those respondents who have tended to be aggressive in making friends, to those who have tried to make friends unsuccessfully, to those who have remained isolated from their hearing peers or to other patterns which may become evident. It is important to identify not only the problems and patterns of social interaction but also the practices which deaf students have employed.

Question 7.

This series of questions relates to student plans after they graduate. While some of this information will be obtained in other senior questionnaires, interviewers should use this opportunity to probe any pressures, aspirations, fears, hopes, plans or anxieties that would not be obvious in questionnaire data.

Question 7a. This question seeks information concerning their plans for after graduation. If specific plans have been made, identify in as much detail as possible, what they will be doing.

Question 7b. Use this set of questions with students who are planning to go to college or to any other type of higher education institution.

Question 7b(1). This question seeks their opinion concerning how well they feel the BOCES program has prepared them for the type of higher education they intend to pursue. You should be sure to record both positive and negative reactions.

Questions 7b(2) and 7b(3). These questions relate to their choice of higher education (or their choice of a specific school if one has been made) and the person (or persons) who helped them make the decision. Prove their responses to ascertain fully their reasons for the choice and the nature of the help provided.

Question 7b(4). This question seeks to determine if the student both sought and received all the help he/she needed in deciding about higher education. If the student indicates a need for more help, ascertain what kind(s) of help he wanted. Also, use direct questioning or probing to find out if the student tried to seek such help and from whom?

Question 7c. Use this set of questions with students who are planning to go to work.

Question 7c(1). This question seeks their opinion concerning how well they feel the BOCES program has prepared them for the type of work they intend to pursue. You should be sure to record both positive and negative reactions.

Question 7d. This question determines whether or not they have a job after they graduate (yes or no).

Questions 7d(1), 7b(2), 7b(3) and 7d(4). If the student has a job, use this series of questions to ascertain what kind of job (the job title or a clear description of what they will be doing), where they will be working (employer and location of employer), how they got the job, and who helped them (if anyone). Be specific in probing details.

Question 7d(5), 7d(6), 7d(7) and 7d(8). If the student does not have a job, use this series of questions to find out how they will go about finding a job, whom they will get help from, what kind of job they would like and where they would like to work (geographic location and type of establishment or company). Be specific in providing details.

Question 8. This question seeks to determine if they are recommending the BOCES program to other students in their home school. Use probing and direct questioning to explore either a "yes" or "no" answer, e.g. "Whom did you tell to go to BOCES?"

Question 9. This question is a hypothetical question to ascertain their level of satisfaction with the BOCES program. Begin by signing "suppose" to establish the hypothetical nature of the question. When you are sure they understand, proceed with the question as it appears on the Interview Schedule. If you experience difficulty with this hypothetical, try "Suppose". "If you were married and had children, would you want them to go to BOCES?" Interviewees at the Millneck Manor School should substitute "Sophomore" for "Junior" since students at that school start their BOCES training as sophomores. Use probing, direct questioning or clarification to explore either a "yes" or "no" answer.

Question 10. There may be reactions, feelings or opinions that the schedule did not include. Use this question to explore other areas that the student may wish to talk about. The interviewer may also use this time to pursue any cues or areas of information which were alluded to but not discussed earlier. In addition, any discrepancies, discontinuities or explanations which the interviewer feels are appropriate can be discussed at this time.

J2
1976-7

INTERVIEW SCHEDULE

FOR

REACTIONS, OPINIONS, AND EXPERIENCES REGARDING THE BOCES PROGRAM

TARGET SENIOR STUDENTS
1976-77
(Objective #10)

Name of Student __________________________ Age ______ Date ____________________

School ______________________________________ Grade level ________

BOCES course (current enrollment) ____

Year in BOCES: First ___ Second ___ Third ___

Interviewer ____________________________

Courses taken at BOCES (list all) ____

____

____

BEGIN THE INTERVIEW WITH:

"My name is ____________________. I want to talk with you about the program and your experiences at the BOCES Center and your plans for next year. Many people are interested in how deaf students feel about the BOCES program. You can help all these people by telling me how you feel about your program. There aren't any right or wrong answers. Just tell me whatever you think will help me. Your answers will be kept secret. Do you have any questions? (Answer any questions.) Let's begin."

1. "What do you like about your program at BOCES?"

2. "What do you dislike about your program at BOCES?"

3. "Now let's talk about the things you have learned at BOCES."

   a. "What have you learned to do at BOCES?"

   b. "Do you think these things will help you get a job?"

      YES __ NO __

      Comments:

   c. "What things do you wish you had learned more about?"

   d. "Will you use these things in your work after you graduate?"

4. a. "You have told me about the things you learned. Now let's talk about your teachers."

   (1) "Did you like your teachers at BOCES?"

      If Yes, "What did you like?"

      If No, "What did you dislike?"

(2) "What did your teachers do to help you learn?"

(3) "Do you think your teachers should have helped you more?"

b. "Now let's talk about what you learned."

(1) "What things in (course) were hard?"

(2) "What things in (course) were easy?"

(3) "Did you need help in (course)? What kinds of help?

(4) "Did someone help you?" YES __ NO __

(5) If YES, "Tell me who helped you and what did they do to help you?"

If NO, "Tell me who did you want to help you? What help did you want them to give you?"

c. "Now let's talk about the teacher and the class."

(1) "How did you talk to your teacher at BOCES?"

(2) "How did your teacher talk to you?"

(3) "When you talked to your teacher, what problems did you have?"

(4) "How did you talk with other students in the class?"

(5) "How did the other students talk with you?"

(6) "When you talked to other students, what problems did you have?"

5. a. "Let's talk about taking tests at BOCES."

(1) "Did you take tests in your BOCES class?" YES __ NO __

(2) "Did the tests help you learn how you were doing?" YES __ NO __

(3) If Yes, "What did you learn from taking the tests?"

If No, "Why?"

b. "Now let's talk about your grades at BOCES."

(1) "Did you get a grade in your class?"

(2) "Did you get a grade every 5 weeks?"__ "Every 10 weeks?"__ "Other?"__

(3) "Did the grades help you learn how you were doing?" YES __ NO __

(4) If Yes, "What did you learn?"

If No, "Why?"

(5) "Did the teachers tell you if you were doing good or bad in class?"

YES __ NO __

6. "At BOCES, you went to school with hearing students."

a. "Let's talk about having classes with hearing students."

(1) "Was this the first time you ever had classes with hearing students?"

YES __ NO __

If No, "When did you have classes with hearing students before BOCES?"

(2) "Do you like having classes with hearing students?" YES ___ NO ___

"Why?"

(3) "Did you learn better with hearing students in the class?" YES___ NO___

"Why?"

(4) "Was it harder to learn with hearing students in the class?"

YES ___ NO ___

"Why?"

b. "Let's talk about making friends at BOCES."

(1) "Do you have hearing friends at BOCES?" YES ___ NO ___

(2) "Are your hearing friends in your classes at BOCES?" YES ___ NO ___

(3) "How many hearing friends do you have at BOCES?"

0	1-2	3-4	5-6	7-8	9-10	Over 10

(4) "Was it hard for you to make friends at BOCES?" YES ___ NO ___

(5) "What did you do to try to make friends at BOCES?"

7. "Now let's talk about your plans after you graduate."

a. "What do you plan to do after you graduate?"

______ College

(Specify)____

______ Other higher education

(Specify)____

______ Job

Type of job____

______ Other

(Specify)____

______ Participate at BOCES

(Specify course)____

______ No plan

b. Planning for college or higher education. (Use with students who have indicated such plans)

(1) "Do you think that BOCES helped you get ready to go to ______________ (college or technical school)?"

(2) "Why did you choose to go to ________________ (or if the college/ higher education institution is unknown, use college or technical school)?"

(3) "Who helped you decide on ______________?"

(4) "Did you need more help than you got?" YES __ NO __

If Yes, "What kind of help?"

c. Getting a Job

(1) "Do you think that BOCES helped you get ready for ____________?"

(2) "Do you have a job yet?" YES __ NO __

(3) If Yes, "What kind of job?"

(4) "Where?"

(5) "How did you get the job?"

(6) "Who helped you get the job?"

If No,

(7) "What will you do to find a job?"

(8) "Who can help you get a job?"

(9) "What kind of a job do you want?"

(10) "Where would you like to work?"

8. "Do you tell other students at (home school for the deaf) that they should go to BOCES?" YES __ NO __

"Suppose. If you were going to be a junior next fall, would you want to go to BOCES?"

YES __ NO __

10. "Do you want to tell me anything more about BOCES?"

J2
1977-78
1978-79

INTERVIEW PROTOCOL

FOR

REACTIONS, OPINIONS, AND EXPERIENCES REGARDING THE BOCES PROGRAM

BOCES Student Form

(Target Population)

1977-78
1978-79

Overview

This interview seeks the reactions, opinions, and experiences of SENIOR students regarding their experiences at BOCES. Most of these students will be in their second year at BOCES and will be completing a BOCES course of study in June. Information is also sought regarding the students' plans after high school and their perceptions of the adequacy of the BOCES training they received.

Purpose

Interviews with graduating seniors will be one of the most important activities in the study. This interview serves to provide input concerning the effectiveness of the BOCES program as the student expresses it. Interviewers should take their time with each question, seeking to probe the different dimensions of the program that have been experienced. The interview begins by asking students what they like/dislike. It should be easier for students to begin by talking about those parts of the program that have affected them most positively or negatively. These initial questions are then followed by a series of questions that probe different dimensions of their experience (academic, social) seeking their reaction to such activities as skill learning, grading, social interaction, support services provided. This is not our last contact with the BOCES graduates. He/she will be followed at College (or other higher education) or at work periodically (they will be advised of these follow-up contacts). However, it is important that you obtain as complete a record of the student's reaction to and opinion of the program so that this information can be considered in relation to experiences which the student will have during the next two years that we will be in touch with him/her.

Interviewers should keep in mind that they are trying to describe what has happened to students and how they felt about what has happened. In this sense, then, interviewers should be always alert to differentiating between what has happened and student suggestions as to what should happen. This is extremely important in distinguishing between student reactions to or opinions of the program and student opinions about what can be done to improve or change the program. While both types of information are important to record, it is most essential to record what has happened.

Cover Sheet

As much of this information as possible should be completed prior to the interview. It should then be verified with the student and used throughout the interview for clarification and verification of statements. Any missing information should be filled in prior to beginning Question 1.

Questions 1 and 2.

These questions are open-ended questions seeking information about what students have liked or disliked in their program at BOCES. Deaf students may encounter difficulty with the word 'program'. Try substituting the name of the specific content area (i.e. keypunch, drafting) in which the student is enrolled. If you get a response like "I like it fine." or 'I like keypunch ...." or "I don't like food service"), provide specific choices and follow their response with "why" or "why did you like it?' As the initial questions, it should be easy for students to talk about what they have liked or disliked in a very unrestricted way. These questions should serve to help students relax and feel more comfortable in the interview situation. Interviewers can use information provided by the respondents as cues for further inquiry later either in a general way or with reference to any of the more specific questions in the Schedule. What the students have liked or disliked may suggest probing, direct questioning or clarifying leads which you might use in gathering specific information about the skills they have learned, the teachers they have had, the friends they have made or other aspects of their involvement in the BOCES program. Therefore, in addition to the direct usefulness of the information to be recorded for these questions, interviewers should be alert to other specific areas of inquiry which may be pursued.

Question 3.

These questions are designed to probe the way students think and feel about the "work skills" (referred to as "things" in the Interview Schedule question) they have learned at BOCES. Work skills are defined as those specific tasks or activities which are essential to performing a job (or jobs) related to the program of study. Insofar as possible, interviewers should try to identify the specific task or skill or to describe it sufficiently so that it can be identified later.

Question 3a. Students may respond in a general fashion (e.g. "fix a motor," "arrange flowers"). In such instances, interviewers should direct the student to be more specific (e.g. "adjust a carburetor," "wash and set hair"). If the deaf student responds in a general fashion or with the name of the program, sign "Can you tell me more?" "I don't know much about (printing)." "What does a (printing person) do?" If this doesn't elicit a response, use direct probing, suggesting specific skills and ask if the student can do these things. Asterisk (*) any response comments on the schedule to show they were not spontaneous but rather the result of further questioning or probing. While interviewers should identify the skills mentioned, an equally important assessment is the student's ability to identify the skills associated with the work he/she has been studying.

Question 3b. Interviewers should seek to verify the "yes" or "no" response through direct questioning and probing which allows the respondent to elaborate on the uses that can be made of the skills attained. It will be helpful to refer specifically to the skills mentioned in 3a. Use of visual space will help to clarify the question for the student. For example, sign the following using a specific visual space: "You said you learned to do (make pastry, make salads, wait on tables, and double recipes)." "Do you think these will help you get a job?" Direct the sign 'these' to the space used to list the skills.

Question 3c. This question seeks information about tasks or skills to which the student was not exposed. These may be more advanced tasks (beyond the scope of the course he/she was taking) or they may be skills which the student believes should have been a part of the course. Applying the same principles of utilizing visual space as in Question 3b will be helpful in clarifying the question for the deaf student. Interviewers should be particularly alert to whether the student is identifying tasks or skills which may not have been a part of the course because the instructor assumed prior competency (e.g. arithmetic computations, reading activities, handling tools). If the student refers to previous courses he/she has taken and/or wished to learn more about, probe these areas as well. Note however, on the schedule that the student is responding to a previous course not the course he/she is presently taking. When talking with Mill Neck students, the respondents may be referring to their exploratory sophomore year. This should be noted on the schedule.

Question 3d. This question seeks to identify how the student has related the skills he/she has learned to his/her future plans. Applying the same principles of utilizing visual space as in Question 3b will be helpful in clarifying the question for the deaf student. Since Question 7 will go into the details of their future plans, interviewers should seek to focus at this time on the expected use of the skills.

Question 4

This question area deals with instructional matters and with the respondent's relationship to school personnel who were in a position to help them with their training/learning.

Question 4a(1). This question seeks information concerning feelings about their instructors at BOCES. If "What did you like (dislike)?" does not elicit a response, sign "Why?" or "What made you like (dislike) your teachers? Interviewers should use probing, direct questioning and clarification leads in identifying the general nature of their feelings about the teaching staff and the types of instructional behaviors they liked/disliked. Students will probably be able to distinguish between those teachers they liked and those they disliked. The "Like/Dislike factors may be a helpful line to pursue in making determinations about their feelings (positive/negative).

Question 4a(2). This question seeks to identify the extent to which teachers helped deaf students to learn the skills necessary to progress in their training. Interviewers should attempt to identify instructional methods which were helpful, teacher behaviors that were supportive, and other class activities that teachers provided which students mention as being helpful in the learning process.

Question 4a(3). This question seeks to ascertain how the occupational education teachers could have been more helpful to the students in the teaching-learning process. Interviewers should focus on the opinions of students with reference to the instructional methods employed, adaptations or modifications in methodology needed, communication deficiencies or special help which the student seemed to need.

Question 4b(1) and 4b(2). These questions focus on the degree of difficulty (hard-easy) which the student encountered in learning the different skills associated with his/her program. Interviewers should try to identify the specific work skills in each area (or describe them sufficiently for later identification) and insofar as possible ascertain if these difficulties were associated with basic learning deficiencies (e.g. math, language), with communication problems (speaking, observing, reading), with manual dexterity or eye-hand-foot coordination, or other academic-manual concerns.

Question 4b(3), 4b(4) and 4b(5). These three questions pursue the student's perception of the kinds of help that he/she needed to learn these tasks, whether or not they get such specific help, who offered the help and in what form. Probing, direct questioning and seeking examples leads should be used to obtain specific in-depth information concerning the problems which the student perceived. Particular attention should be directed toward the identification and/or exploration of background deficiencies in math and language which may have been (or are) at the root of the need for help.

Question 4c(1), 4c(2) and 4c(3). These questions are directed specifically at the means of communication between the student and the teacher. You should identify the means the student employed in talking to the teacher (Question 4c(1)), the means used by the teacher to talk to the student (Question 4c(2)) and their specific problems in communication as well as other problems that may have resulted from communication difficulties. You should use direct questioning or probing to explore any problems identified in Question 4c(3)).

Question 4c(4), 4c(5) and 4c(6). These questions are directed specifically at the means of communication between the student and the hearing students in the class. Follow the same pattern of questioning or probing used for the previous set.

Question 5.

The questions in this area are concerned with the procedures used in evaluating student progress and accomplishments. Interviewers should be alert to assess how the respondents view evaluation and how they viewed (or assessed) themselves as a result of their evaluations.

Questions 5a(1), 5a(2) and 5a(3). Focuses on the use of tests (written and oral) in assessing student progress or task accomplishments and the students' view of these tests as a means of assessing their achievements. In question 5a(3) the interviewer should use probing or direct questioning to ascertain in what way the tests were used by the students as a vehicle for their self-assessment.

Questions 5b(1), 5b(2), 5b(3), 5b(4) and 5b(5). Deals with the periodic marking (or grading) that was used and with the students' use of these grades as a measure of self-assessment. While it can be expected that students will be concerned with "pass", "fail" concepts, interviewers should probe for evidence of students' use of marks as a means of self and work-skill evaluation.

Question 6

These questions focus on the socialization possibilities of working/studying side-by-side with hearing students. In this set of questions you are attempting to ascertain the extent of the student's involvement with hearing students and the nature of the relationships they have established with them.

Question 6a(1). This question provides information concerning the student's experiences before attending BOCES. If the student has been in a school (or schools) with hearing students prior to attending BOCES, obtain the specifics needed for background interpretation (e.g. where, length of time).

Question 6a(2). This question seeks general information concerning the student's experiences with hearing students at the BOCES Center. Question 6a(2) is a general "yes"-"no" assessment of the interviewee's reaction to attending classes with hearing students.

Questions 6a(3) and 6a(4). These questions are to pursue in-depth examples of how learning with hearing students either facilitated or inhibited the learning of the respondents. Use seeking examples and direct questioning leads to elicit specific details or life situations descriptions.

Questions 6b(1), 6b(2) and 6b(3). These questions seek specific information regarding student perceptions of the friendship patterns they have established at the BOCES Center. In Question 6b(3), try to determine the number of hearing friendships established using the scale in the Interview Schedule.

Questions 6b(4) and 6b(5). These questions elicit information relative to the process of making friends and the problems deaf students hay have encountered. Interviewers should be alert to those respondents who have tended to be aggressive in making friends, to those who have tried to make friends unsuccessfully, to those who have remained isolated from their hearing peers or to other patterns which may become evident. It is important to identify not only the problems and patterns of social interaction but also the practices which deaf students have employed.

Question 7

This series of questions relates to student plans after they graduate. While some of this information will be obtained in other senior questionnaires, interviewers should use this opportunity to probe any pressures, aspirations, fears, hopes, plans or anxieties that would not be obvious in questionnaire data.

Question 7a. This question seeks information concerning their plans for after graduation. If specific plans have been made, identify in as much detail as possible, what they will be doing. Probe to ascertain the type of school or course they would like to pursue. If a response of Army or Navy is given, it can be noted under "other." Probe to ascertain if the respondent is pursuing the Army or Navy as a vocation or to aide in future educational aspirations in "b" and "c" parts.

Question 7b. Use this set of questions with students who are planning to go to college or to any other type of higher education institution.

Question 7b(1). This question seeks their opinion concerning how well they feel the BOCES program has prepared them for the type of higher education they intend to pursue. You should be sure to record both positive and negative reactions.

Questions 7b(2) and 7b(3). These questions relate to their choice of higher education (or their choice of a specific school if one has been made) and the person (or persons) who helped them make the decision. Probe their responses to ascertain fully their reasons for the choice and the nature of the help provided.

Question 7b(4). This question seeks to determine if the student both sought and received all the help he/she needed in deciding about higher education. If the student indicates a need for more help, ascertain what kind(s) of help he wanted. Also, use direct questioning or probing to find out if the student tried to seek such help and from whom?

Question 7c. Use this set of questions with students who are planning to go to work.

Question 7c(1). This question seeks their opinion concerning how well they feel the BOCES program has prepared them for the type of work they intend to pursue. You should be sure to record both positive and negttive reactions.

Question 7d. This question determines whether or not they have a job after they graduate (yes or no).

Questions 7d(1), 7d(2), 7d(3) and 7d(4). If the student has a job, use this series of questions to ascertain what kind of job (the job title or a clear description of what they will be doing), where they will be working (employer and location of employer), how they got the job, and who helped them (if anyone). Be specific in probing details.

Questions 7d(5), 7d(6), 7d(7) and 7d(8). If the student does not have a job, use this series of questions to find out how they will go about finding a job, whom they will get help from, what kind of job they would like and where they would like to work (geographic location and type of establishment or company). Be specific in providing details.

Question 8. This question seeks to determine if they are recommending the BOCES program to other students in their home school. Use probing and direct questioning to explore either a "yes" or "no" answer, e.g. "Whom did you tell to go to BOCES?"

Question 9. This question is a hypothetical question to ascertain their level of satisfaction with the BOCES program. Begin by signing "suppose" to establish the hypothetical nature of the question. When you are sure they understand, proceed with the question as it appears on the Interview Schedule. If you experience difficulty with this hypothetical, try "suppose." "If you were married and had children, would you want them to go to BOCES?" Interviewees at the Mill Neck Manor School should substitute "sophomore" for "junior" since students at that school start their BOCES training as sophomores. Use probing, direct questioning or clarification to explore either a "yes" or "no" answer.

Question 10. There may be reactions, feelings or opinions that the schedule did not include. Use this question to explore other areas that the student may wish to talk about. The interviewer may also use this time to pursue any cues or areas of information which are alluded to but not discussed earlier. In addition, any discrepancies, discontinuities or explanations which the interviewer feels are appropriate can be discussed at this time.

J2
1977-78
1978-79

INTERVIEW SCHEDULE

FOR

REACTIONS, OPINIONS, AND EXPERIENCES REGARDING THE BOCES PROGRAM

Target Student Form

(Objective 10)

ame of Student ____________________ Age ___ Date ____________________

chool ______________________________ Grade level ______________

OCES course (current enrollment) ______________________________

ear in BOCES: First __ Second __ Third __

nterviewer ____________________

ourses taken at BOCES (list all) ______________________________

____

____

EGIN THE INTERVIEW WITH:

"My name is ______________. I want to talk with you about the program nd your experiences at the BOCES Center and your plans for next year. Many eople are interested in how deaf students feel about the BOCES program. You an help all these people by telling me how you feel about your program. There ren't any right or wrong answers. Just tell me whatever you think will help e. Your answers will be kept secret. Do you have any questions? (Answer any uestions.) Let's begin."

1. "What do you like about your program at BOCES?"

2. "What do you dislike about your program at BOCES?"

3. "Now let's talk about the things you have learned at BOCES."

   a. "What have you learned to do at BOCES?"

   b. "Do you think these things will help you get a job?"

      YES __ NO __

      Comments:

   c. "What things do you wish you had learned more about in (name of course)?

   d. "Will you use these things in your work after you graduate?"

4. a. "You have told me about the things you learned. Now let's talk about your teachers."

      (1) "Did you like your teachers at BOCES?"

         If Yes, "What did you like?"

         If No, "What did you dislike?"

(2) "What did your teachers do to help you learn?"

(3) "Do you think your teachers should have helped you more?"

b. "Now let's talk about what you learned."

(1) "What things in (course) were hard?"

(2) "What things in (course) were easy?"

(3) "Did you need help in (course)? What kinds of help?

(4) "Did someone help you?" YES __ NO __

(5) If YES, "Tell me who helped you and what did they do to help you?"

If NO, "Tell me who did you want to help you? What help did you want them to give you?"

c. "Now let's talk about the teacher and the class."

(1) "How did you talk to your teacher at BOCES?"

(2) "How did your teacher talk to you?"

(3) "When you talked to your teacher, what problems did you have?"

(4) "How did you talk with other students in the class?"

(5) "How did the other students talk with you?"

(6) "When you talked to other students, what problems did you have?"

5. a. "Let's talk about taking tests at BOCES."

(1) "Did you take tests in your BOCES class?" YES __ NO __

(2) "Did the tests help you learn how you were doing?" YES __ NO __

(3) If Yes, "What did you learn from taking the tests?"

If No, "Why?"

b. "Now let's talk about your grades at BOCES."

(1) "Did you get a grade in your class?"

(2) "Did you get a grade every 5 weeks?"__ "Every 10 weeks?"__ "Other?"__

(3) "Did the grades help you learn how you were doing?" YES __ NO __

(4) If Yes, "What did you learn?"

If No, "Why?"

(5) "Did the teachers tell you if you were doing good or bad in class?"

YES __ NO __

6. "At BOCES, you went to school with hearing students."

a. "Let's talk about having classes with hearing students."

(1) "Was this the first time you ever had classes with hearing students?"

YES __ NO __

If No, "When did you have classes with hearing students before BOCES?"

(2) "Do you like having classes with hearing students?" YES ___ NO ___

"Why?"

(3) "Did you learn better with hearing students in the class?" YES ___ NO ___

"Why?"

(4) "Was it harder to learn with hearing students in the class?"

YES ___ NO ___

"Why?"

b. "Let's talk about making friends at BOCES."

(1) "Do you have hearing friends at BOCES?" YES ___ NO ___

(2) "Are your hearing friends in your classes at BOCES?" YES ___ NO ___

(3) "How many hearing friends do you have at BOCES?"

0	1-2	3-4	5-6	7-8	9-10	Over 10
___	___	___	___	___	___	___

(4) "Was it hard for you to make friends at BOCES?" YES ___ NO ___

(5) "What did you do to try to make friends at BOCES?"

7. "Now let's talk about your plans after you graduate."

a. "What do you plan to do after you graduate?"

______ College

(type or name) ________________________________

______ Other higher education

(type or name) ________________________________

______ Job

Type of job ________________________________

______ Other

(Specify)____

______ Participate at BOCES

(Specify course)____________________________________

______ No plan

b. Planning for college or higher education. (Use with students who have indicated such plans)

(1) "Do you think that BOCES helped you get ready to go to ____________ (college or technical school)?"

(2) "Why did you choose to go to ______________ (or if the college/ higher education institution is unknown, use college or technical school)?"

(3) "Who helped you decide on ______________?"

(4) "Did you need more help than you got?" YES __ NO __

If Yes, "What kind of help?"

c. Getting a Job (Use with students who have indicated such plans)

(1) "Do you think that BOCES helped you get ready for ___________?"

(2) "Do you have a job yet?" YES __ NO __

(3) If Yes, "What kind of job?"

(4) "Where?" (City or town and company)

(5) "How did you get the job?"

(6) "Who helped you get the job?"

If No,

(7) "What will you do to find a job?"

(8) "Who can help you get a job?"

(9) "What kind of a job do you want?"

(10) "Where would you like to work?" (City or town and company)

8. "Do you tell other students at (home school for the deaf) that they should go to BOCES?" YES __ NO __

"Suppose. If you were going to be a junior next fall, would you want to go to BOCES?"

YES __ NO __

10. "Do you want to tell me anything more about BOCES?"

1976-77 J3
Hearing Sample

INTERVIEW PROTOCOL

FOR

BOCES SENIOR STUDENTS

(Objective #10)

Overview. This interview seeks the reactions, opinions, and experiences of SENIOR students regarding their experiences at BOCES. Most of these students will be in their second year at BOCES and will be completing a BOCES course of study in June. Information is also sought regarding the students' plans after high school and their perceptions of the adequacy of the BOCES training they received.

Purpose. Interviews with graduating seniors will be one of the most important activities in the study. This interview serves to provide input concerning the effectiveness of the BOCES program as the student expresses it. Interviewers should take their time with each question, seeking to probe the different dimensions of the program that have been experienced. The interview begins by asking students what they like/disliked. It should be easier for students to begin by talking about those parts of the program that have affected them most positively or negatively. These initial questions are then followed by a series of questions that probe different dimensions of their experience (academic, social) seeking their reaction to such activities as skill learning, grading, social interaction, support services provided). This is not our last contact with the BOCES graduate. He/she will be followed at college (or other higher education) or at work periodically (They will be advised of these follow-up contacts). However, it is important that you obtain as complete a record of the student's reaction to and opinion of the program so that this information can be considered in relation to experiences which the student will have during the next two years that we will be in touch with him/her.

Interviewers should keep in mind that they are trying to describe what has happened to students and how they felt about what has happened. In this sense, then, interviewers should be always alert to differentiating between what has happened and student suggestions as to what should happen. This is extremely important in distinguishing between student reactions to or opinions of the program and student opinions about what can be done to improve or change the program. While both types of information are important to record, it is most essential to record what has happened.

COVER SHEET

As much of this information as possible should be completed prior to the interview. It should then be verified with the student and used throughout the interview for clarification and verification of statements. Any missing information should be filled in prior to beginning Question 1.

Questions 1 and 2. These questions are open-ended questions seeking information about what students have liked or disliked in their program at BOCES. As the initial questions, it should be easy for students to talk about what they have liked or disliked in a very unrestricted way. These questions should serve to help students relax and feel more comfortable in the interview situation. Interviewers can use information provided by the respondents as cues for further inquiry later either in a general way or with reference to any of the more specific questions in the Schedule. What the students have liked or disliked may suggest probing, direct questioning or clarifying leads which you might use in gathering specific information about the skills they have learned, the teachers they have had, the friends they have made or other aspects of their involvement in the BOCES program. Therefore, in addition to the direct usefulness of the information to be recorded for these questions, interviewers should be alert to other specific areas of inquiry which may be pursued.

Question 3. These questions are designed to probe the way students think and feel about the "work skills" they have learned at BOCES. Work skills are defined as those specific tasks or activities which are essential to performing a job (or jobs) related to the program of study. Insofar as possible, interviewers should try to identify the specific task or skill or to describe it sufficiently so that it can be identified later.

Question 3a. Students may respond in a general fashion (e.g. "fix a motor," "arrange flowers"). In such instances, interviewers should direct the student to be more specific (e.g. "adjust a carburator," "wash and set hair"). While interviewers should identify the skills mentioned, an equally important assessment is the student's ability to identify the skills associated with the work he/she has been studying.

Question 3b. Interviewers should seek to verify the "yes" or "no" response through direct questioning and probing which allows the respondent to elaborate on the uses that can be made of the skills attained.

Question 3c. This question seeks to identify from among the skills to which the student was exposed, those skills which he/she feels he did not (or was not able to) master. It is important to specify the task or skill as specifically as possible (or to describe it sufficiently so that it can later be identified).

Question 3d. This question seeks information about tasks or skills to which the student was not exposed. These may be more advanced tasks (beyond the scope of the course he/she was taking) or they may be skills which the student believes should have been a part of the course. Interviewers should be particularly alert to whether the student is identifying tasks or skills which may not have been a part of the course because the instructor assumed prior competency (e.g. arithmetic computations, reading activities, handling tools).

Question 3e. This question seeks to identify how the student has related the skills he/she has learned to his/her future plans. Since Question 7 will go into the details of their future plans, interviewers should seek to focus at this time on the expected use of the skills.

Question 4. This question area deals with instructional matters and with the respondent's relationship to school personnel who were in a position to help them with their training/learing.

Question 4a(1). This question seeks information concerning feelings about their instructors at BOCES. Interviewers should use probing, direct questioning and clarification leads in identifying the general nature of their feelings about the teaching staff and the types of instructional behaviors they liked/disliked. Students will probably be able to distinguish between those teachers they liked and those they disliked. The "like/dislike" factors may be a helpful line to pursue in making determinations about their feelings (positive-negative).

Question 4a(2). This question seeks to identify the extent to which teachers helped deaf students to learn the skills necessary to progress in their training. Interviewers should attempt to identify instructional methods which were helpful, teacher behaviors that were supportive, and other class activities that teachers provided which students mention as being helpful in the learning process

Question 4a(3). This question seeks to ascertain how the occupational education teachers could have been more helpful to the students in the teaching-learning process. Interviewers should focus on the opinions of students with reference to the instructional methods employed, adaptations or modifications in methodology needed, communication deficiencies or special help which the student seemed to need.

Questions 4b(1) and 4b(2). These questions focus on the degree of difficulty (hard-easy) which the student encountered in learning the different skills associated with his/her program. Interviewers should try to identify the specific work skills in each area (or describe them sufficiently for later identification) and insofar as possible ascertain if these difficulties were associated with basic learning deficiencies (e.g. math, language), with communication problems (speaking, observing, reading), with manual dexterity or eye-hand-foot coordination, or other academic-manual concerns.

Questions 4b(3), 4b(4) and 4b(5). These three questions pursue the student's perception of the kinds of help that he/she needed to learn these tasks, whether or not they get such specific-help, who offered the help and in what form. Probing, direct questioning and seeking examples leads should be used to obtain specific in-depth information concerning the problems which the student perceived.

Question 5. The questions in this area are concerned with the procedures used in evaluating student progress and accomplishments. Interviewers should be alert to assess how the respondents view evaluation and how they viewed (or assessed) themselves as a result of their evaluations.

Questions 5a(1), 5a(2) and 5a(3). Focuses on the use of tests (written and oral) in assessing student progress or task accomplishments and the student's view of these tests as a means of assessing their achievements. In question 5a(3) the interviewer should use probing or direct questioning to ascertain in what way the tests were used by the students as a vehicle for their self-assessment.

Questions 5b(1), 5b(2) and 5b(3) deal with the periodic marking (or grading) that was used and with the student's use of these grades as a measure of self-assessment. While it can be expected that students will be concerned with "pass", "fail" concepts, interviewers should probe for evidence of student use of marks as a means of self and work-skill evaluation.

Question 5b(4) seeks to identify the other ways that teachers may have used to help students understand better how they were progressing in work skill development or with various learning achievements. Such means as individual conferences, individual demonstrations, self-help check lists, special demonstrations, rating scales are a few of the possible strategies which teachers may have used in helping students learn specific tasks or engage in self-evaluation.

Question 6. These questions focus on the socialization possibilities of working/studying side-by-side with hearing (series 6b) and deaf (series 6a and c) students. In the first set of questions you are attempting to ascertain the extent of the student's involvement with deaf students and the nature of the relationships they have established with them.

Question 6a(1) This question provides information concerning the student's experiences before attending BOCES. If the student has been in a school (or schools) with deaf students prior to attending BOCES, obtain the specifics needed for background interpretation (e.g. where, length of time).

Question 6a(2). This question seeks general information concerning the student's experiences with deaf students at the BOCES Center. After obtaining a general "yes"-"no" response, probe for specific positive or negative reactions.

Questions 6a(3) and 6a(4). These questions are designed to pursue in-depth examples of how learning with hearing students either facilitated or inhibited the learning of the respondents. Use seeking examples and direct questioning leads to elicit specific details or life situation descriptions.

Questions 6b(1), 6b(2) and 6b(3). These questions seek specific information regarding student perceptions of the friendship patterns they have established at the BOCES Center. In Question 6b(3), try to determine the number of friendships established apart from students from the same home school using the scale in the Interview Schedule.

Questions 6b(4) and 6b(5). These questions elicit information relative to the process of making friends and the problems students may have encountered. Interviewers should be alert to those respondents who have tended to be aggressive in making friends, to those who have tried to make friends unsuccessfully, to those who have remained isolated from their peers or to other patterns which may become evident. It is important to identify not only the problems and patterns of social, interaction but also the practices which students have employed.

Questions 6c(1), 6c(2) and 6c(3). These questions seek specific information regarding student perceptions of the friendship patterns they have established with deaf students at the BOCES Center. In Question 6c(3), try to determine the number of deaf friendships established using the scale in the Interview Schedule.

Questions 6c(4) and 6c(5). These questions elicit information relative to the process of making friends and the problems hearing students may have encountered in making friends with deaf students. Interviewers should be alert to those respondents who have tended to be aggressive in making friends, to those who have tried to make friends unsuccessfully, to those who have remained isolated from their deaf peers or to other patterns which may become evident. It is important to identify not only the problems and patterns of social interaction but also the practices which hearing students have employed.

Question 7. This series of questions relates to student plans after they graduate. Interviewers should use this opportunity to probe any pressures, aspirations, fears, hopes, plans or anxieties that the students may be experiencing.

Question 7a. This question seeks information concerning their plans for after graduation. If specific plans have been made, identify in as much detail as possible what they will be doing.

Question 7b. Use this set of questions with students who are planning to go to college or to any other type of higher education institution.

Question 7b(1). This question seeks their opinion concerning how well they feel the BOCES program has prepared them for the type of higher education they intend to pursue. You should be sure to record both positive and negative reactions.

Questions 7b(2) and 7b(3). These questions relate to their choice of higher education (or their choice of a specific school if one has been made) and the person (or persons) who helped them make the decision. Probe their responses to ascertain fully their reasons for the choice and the nature of the help provided.

Question 7b(4). This question seeks to determine if the student both sought and received all the help he/she needed in deciding about higher education. If the student indicates a need for more help, ascertain what kind(s) of help he wanted. Also, use direct questioning or probing to find out if the student tried to seek such help and from whom?

Question 7c. Use this set of questions with students who are planning to go to work.

Question 7c(1). This question seeks their opinion concerning how well they feel the BOCES program has prepared them for the type of work they intend to pursue. You should be sure to record both positive and negative reactions.

Question 7c(2). This question determines whether or not they have a job after they graduate (yes or no).

Questions 7c(3), 7c(4), 7c(5) and 7c(6). If the student has a job, use this series of questions to ascertain what kind of job (the job title or a clear description of what they will be doing), where they will be working (employer and location of employer), how they got the job, and who helped them (if anyone). Be specific in probing details.

Questions 7c(7), 7c(8), 7c(9) and 7c(10). If the student does not have a job, use this series of questions to find out how they will go about finding a job, who they will get help from, what kind of job they would like and where they would like to work (geographic location and type of establishment or company). Be specific in providing details.

Question 8. This question seeks to determine if they are recommending the BOCES program to other students in their home school. Use probing and direct questioning to explore either a "yes" or "no" answer.

Question 9. This question is a hypothetical question to ascertain their level of satisfaction with the BOCES program. Use probing, direct questioning or clarification to explore either a "yes" or "no" answer.

Question 10. There may be reactions, feelings or opinions that the schedule did not include. Use this question to explore other areas that the student may wish to talk about. The interviewer may also use this time to pursue any cues or areas of information which were alluded to but not discussed earlier. In addition any discrepancies, discontinuities or explanations which the interviewer feels are appropriate can be discussed at this time.

1976-77 J3
Hearing Sample

INTERVIEW SCHEDULE

FOR

REACTIONS, OPINIONS, AND EXPERIENCES REGARDING THE BOCES PROGRAM

BOCES Student Form

(Objective #10)

Name of Student______________________________ Age______ Date____________________

BOCES____ Grade level____________________

Home School__________________________________

BOCES course (current enrollment)____

Year in BOCES: First __ Second __ Third __

Interviewer__________________________________

Courses taken at BOCES (list all) ____

____

____

BEGIN THE INTERVIEW WITH:

"My name is _____________. I want to talk with you about the program and your experiences at the BOCES Center and your plans for next year. Many people are interested in how students feel about the BOCES program. You can help all these people by telling me how you feel about your program. There aren't any right or wrong answers. Just tell me whatever you think will help me. Your answers will be kept secret. Do you have any questions? (Answer any questions.) Let's begin."

"What do you like about your program at BOCES?"

"What do you dislike about your program at BOCES?"

"Now let's talk about the skills you have learned at BOCES."

a. "What skills do you feel you learned at BOCES?"

b. "Do you think you could use these skills in getting a job?"

YES __ NO __

Comments:

c. "What skills do you feel you did not learn well at BOCES?"

d. "What other skills do you wish you had learned at BOCES?"

e. "How do you plan to use these skills after you graduate?"

a. "You have told me about the work skills you learned. Now let's talk about how you learned them."

(1) "How do you feel about your teachers at BOCES?"

(2) "What did your teachers do to help you learn the necessary skills for your courses here?"

(3) "How could your teachers have been more helpful to you?"

b. "Now let's talk about what you learned."

(1) "What work skills in (course) were hard for you to learn?"

(2) "What work skills in (course) were easy for you to learn?"

(3) "What kinds of help did you need in learning these skills?"

(4) "Did you get the help you needed?"

YES __ NO __

(5) If YES, Who helped you and how did they help you?"

If NO, "Who do you think could have helped you and how could they have helped you?"

"While you were at BOCES, you were tested and given marks so you could find out how you were doing. Let's talk about how you found out how you were getting along in the BOCES program."

a. "On taking tests"

(1) "Did you take tests at BOCES?"

YES __ NO __

(2) "Did the tests help you to find out how you were getting along?"

YES __ NO __

(3) If YES, "How?"

If NO, "Why not?"

b. "On being graded"

(1) "How often did you get a grade in your subjects?"

every 5 weeks __ every 10 weeks __ other __

(2) "Did these grades help you to find out how you were getting along?"

(3) If YES, "How?"

If NO, "Why not?"

(4) "In what other ways did the teachers tell you how you were getting along?"

"At BOCES, you went to school with deaf students."

a. "Let's talk about having classes with deaf students."

(1) "Was this the first time you ever had classes with deaf students?"

YES __ NO __

If NO, "When did you have classes with deaf students before BOCES?"

(2) "Do you like having classes with deaf students?" YES ___ NO ___

"Why?"

(3) "Did you learn better with deaf students in the class?" YES ___ NO ___

"Why?"

(4) "Was it harder to learn with deaf students in the class?"

YES ___ NO ___

"Why?"

b. "Let's talk about making friends at BOCES."

(1) "Do you have friends at BOCES who are not from your home school?"

YES ___ NO ___

(2) "Are these friends in your classes at BOCES?" YES ___ NO ___

(3) "How many friends do you have at BOCES who are not from your home school?"

0	1-2	3-4	5-6	7-8	9-10	Over 10
___	___	___	___	___	___	___

(4) "Was it hard for you to make friends at BOCES?" YES ___ NO ___

(5) "What did you do to try to make friends at BOCES?"

c. "Let's talk about your relationship with deaf students at BOCES."

(1) "Do you have any deaf friends at BOCES?" YES ___ NO ___

(2) "Are these deaf friends in your classes at BOCES?" YES ___ NO ___

(3) "How many deaf friends do you have at BOCES?"

0	1-2	3-4	5-6	7-8	9-10	Over 10
___	___	___	___	___	___	___

(4) "Was it hard for you to make deaf friends at BOCES?" YES __ NO __

(5) "What did you do to try to make deaf friends at BOCES?"

7. "Now let's talk about your plans after you graduate."

a. "What do you plan to do after you graduate?"

_______ College

(Specify)______________________________

_______ Other higher education

(Specify)______________________________

_______ Job

Type of job______________________________

_______ Other

(Specify)______________________________

_______ Participate at BOCES

(Specify course)______________________

_______ No plan

b. "Planning for college or higher education." (Use with students who have indicated such plans.)

(1) "Do you think that BOCES helped you get ready to go to ______________ (college or technical school)?"

(2) "Why did you choose to go to ___________ (if the college/higher education institution is unknown, use college or technical school)?"

(3) "Who helped you decide on _________________?"

(4) "Did you need more help than you got?" YES __ NO __

If YES, "What kind of help?"

c. "Getting a Job"

(1) "Do you think that BOCES helped you get ready for ____________?"

(2) "Do you have a job yet?" YES __ NO __

(3) If YES, "What kind of job?"

(4) "Where?"

(5) "How did you get the job?"

(6) "Who helped you get the job?"

(7) If NO, "What will you do to find a job?"

(8) "Who can help you get a job?"

(9) "What kind of a job do you want?"

(10) "Where would you like to work?"

. "Do you tell other students at your home school that they should go to BOCES?"

YES __ NO __

. "If you had it to do over again, would you want to go to BOCES?"

YES __ NO __

0. "Do you want to tell me anything more about BOCES?"

J3
1977-78
1978-79

INTERVIEW PROTOCOL

FOR

REACTIONS, OPINIONS, AND EXPERIENCES REGARDING THE BOCES PROGRAM

BOCES Student Form

Hearing Sample

1977-78

Overview. This interview seeks the reactions, opinions, and experiences of SENIOR students regarding their experiences at BOCES. Most of these students will be in their second year at BOCES and will be completing a BOCES course of study in June. Information is also sought regarding the students' plans after high school and their perceptions of the adequacy of the BOCES training they received.

Purpose. Interviews with graduating seniors will be one of the most important activities in the study. This interview serves to provide input concerning the effectiveness of the BOCES program as the student expresses it. Interviewers should take their time with each question, seeking to probe the different dimensions of the program that have been experienced. The interview begins by asking students what they like/disliked. It should be easier for students to begin by talking about those parts of the program that have affected them most positively or negatively. These initial questions are then followed by a series of questions that probe different dimensions of their experience (academic, social) seeking their reaction to such activities as skill learning, grading, social interaction, support services providd). This is not our last contact with the BOCES graduate. He/she will be followed at college (or other higher education) or at work periodically (They will be advised of these follow-up contacts). However, it is important that you obtain as complete a record of the student's reaction to and opinion of the program so that this information can be considered in relation to experiences which the student will have during the next two years that we will be in touch with him/her.

Interviewers should keep in mind that they are trying to describe what has happened to students and how they felt about what has happened. In this sense, then, interviewers should be always alert to differentiating between what has happened and student suggestions as to what should happen. This is extremely important in distinguishing between student reactions to or opinions of the program and student opinions about what can be done to improve or change the program. While both types of information are important to record, it is most essential to record what has happened.

COVER SHEET

As much of this information as possible should be completed prior to the interview. It should then be verified with the student and used throughout the interview for clarification and verification of statements. Any missing information should be filled in prior to beginning Question 1.

Questions 1 and 2. These questions are open-ended questions seeking information about what students have liked or disliked in their program at BOCES. As the initial questions, it should be easy for students to talk about what they have liked or disliked in a very unrestricted way. These questions should serve to help students relax and feel more comfortable in the interview situation. Interviewers can use information provided by the respondents as cues for further inquiry later either in a general way or with reference to any of the more specific questions in the Schedule. What the students have liked or disliked may suggest probing, direct questioning or clarifying leads which you might use in gathering specific information about the skills they have learned, the teachers they have had, the friends they have made or other aspects of their involvement in the BOCES program. Therefore, in addition to the direct usefulness of the information to be recorded for these questions, interviewers should be alert to other specific areas of inquiry which may be pursued.

Question 3. These questions are designed to probe the way students think and feel about the "work skills" they have learned at BOCES. Work skills are defined as those specific tasks or activities which are essential to performing a job (or jobs) related to the program of study. Insofar as possible, interviewers should try to identify the specific task or skill or to describe it sufficiently so that it can be identified later.

Question 3a. Students may respond in a general fashion (e.g. "fix a motor," "arrange flowers"). In such instances, interviewers should direct the student to be more specific (e.g. "adjust a carburator," "wash and set hair"). While interviewers should identify the skills mentioned, an equally important assessment is the student's ability to identify the skills associated with the work he/she has been studying.

Question 3b. Interviewers should seek to verify the "yes" or "no" response through direct questioning and probing which allows the respondent to elaborate on the uses that can be made of the skills attained.

Question 3c. This question seeks to identify from among the skills to which the student was exposed, those skills which he/she feels he did not (or was not able to) master. It is important to specify the task or skill as specifically as possible (or to describe it sufficiently so that it can later be identified).

Question 3d. This question seeks information about tasks or skills to which the student was not exposed. These may be more advanced tasks (beyond the scope of the course he/she was taking) or they may be skills which the student believes should have been a part of the course. Interviewers should be particularly alert to whether the student is identifying tasks or skills which may not have been a part of the course because the instructor assumed prior competency (e.g. arithmetic computations, reading activities, handling tools).

Question 3e. This question seeks to identify how the student has related the skills he/she has learned to his/her future plans. Since Question 7 will go into the details of their future plans, interviewers should seek to focus at this time on the expected use of the skills.

Question 4. This question area deals with instructional matters and with the respondent's relationship to school personnel who were in a position to help them with their training/learning.

Question 4a(1). This question seeks information concerning feelings about their instructors at BOCES. Interviewers should use probing, direct questioning and clarification leads in identifying the general nature of their feelings about the teaching staff and the types of instructional behaviors they liked/disliked. Students will probably be able to distinguish between those teachers they liked and those they disliked. The "like/dislike" factors may be a helpful line to pursue in making determinations about their feelings (positive-negative).

Question 4a(2). This question seeks to identify the extent to which teachers helped deaf students to learn the skills necessary to progress in their training. Interviewers should attempt to identify instructional methods which were helpful, teacher behaviors that were supportive, and other class activities that teachers provided which students mention as being helpful in the learning process

Question 4a(3). This question seeks to ascertain how the occupational education teachers could have been more helpful to the students in the teaching-learning process. Interviewers should focus on the opinions of students with reference to the instructional methods employed, adaptations or modifications in methodology needed, communication deficiencies or special help which the student seemed to need.

Questions 4b(1) and 4b(2). These questions focus on the degree of difficulty (hard-easy) which the student encountered in learning the different skills associated with his/her program. Interviewers should try to identify the specific work skills in each area (or describe them sufficiently for later identification) and insofar as possible ascertain if these difficulties were associated with basic learning deficiencies (e.g. math, language), with communication problems (speaking, observing, reading), with manual dexterity or eye-hand-foot coordination, or other academic-manual concerns.

Questions 4b(3), 4b(4) and 4b(5). These three questions pursue the student's perception of the kinds of help that he/she needed to learn these tasks, whether or not they get such specific help, who offered the help and in what form. Probing, direct questioning and seeking examples leads should be used to obtain specific in-depth information concerning the problems which the student perceived.

Question 5. The questions in this area are concerned with the procedures used in evaluating student progress and accomplishments. Interviewers should be alert to assess how the respondents view evaluation and how they viewed (or assessed) themselves as a result of their evaluations.

Questions 5a(1), 5a(2) and 5a(3). Focuses on the use of tests (written and oral) in assessing student progress or task accomplishments and the student's view of these tests as a means of assessing their achievements. In question 5a(3) the interviewer should use probing or direct questioning to ascertain in what way the tests were used by the students as a vehicle for their self-assessment.

Questions 5b(1), 5b(2) and 5b(3) deal with the periodic marking (or grading) that was used and with the student's use of these grades as a measure of self-assessment. While it can be expected that students will be concerned with "pass", "fail" concepts, interviewers should probe for evidence of student use of marks as a means of self and work-skill evaluation.

Question 5b(4) seeks to identify the other ways that teachers may have used to help students understand better how they were progressing in work skill development or with various learning achievements. Such means as individual conferences, individual demonstrations, self-help check lists, special demonstrations, rating scales are a few of the possible strategies which teachers may have used in helping students learn specific tasks or engage in self-evaluation.

Question 6. These questions focus on the socialization possibilities of working/studying side-by-side with hearing (series 6b) and deaf (series 6a and c) students. In the first set of questions you are attempting to ascertain the extent of the student's involvement with deaf students and the nature of the relationships they have established with them.

Question 6a(1). This question provides information concerning the student's experiences before attending BOCES. If the student has been in a school (or schools) with deaf students prior to attending BOCES, obtain the specifics needed for background interpretation (e.g. where, length of time).

Question 6a(2). This question seeks general information concerning the student's experiences with deaf students at the BOCES Center. After obtaining a general "yes"-"no" response, probe for specific positive or negative reactions.

Questions 6a(3) and 6a(4). These questions are designed to pursue in-depth examples of how learning with deaf students either facilitated or inhibited the learning of the respondents. Use seeking examples and direct questioning leads to elicit specific details or life situation descriptions.

Questions 6b(1), 6b(2) and 6b(3). These questions seek specific information regarding student perceptions of the friendship patterns they have established at the BOCES Center. In Question 6b(3), try to determine the number of friendships established apart from students from the same home school using the scale in the Interview Schedule.

Questions 6b(4) and 6b(5). These questions elicit information relative to the process of making friends and the problems students may have encountered. Interviewers should be alert to those respondents who have tended to be aggressive in making friends, to those who have tried to make friends unsuccessfully, to those who have remained isolated from their peers or to other patterns which may become evident. It is important to identify not only the problems and patterns of social, interaction but also the practices which students have employed.

Questions 6c(1), 6c(2) and 6c(3). These questions seek specific information regarding student perceptions of the friendship patterns they have established with deaf students at the BOCES Center. In Question 6c(3), try to determine the number of deaf friendships established using the scale in the Interview Schedule.

Questions 6c(4) and 6c(5). These questions elicit information relative to the process of making friends and the problems hearing students may have encountered in making friends with deaf students. Interviewers should be alert to those respondents who have tended to be aggressive in making friends, to those who have tried to make friends unsuccessfully, to those who have remained isolated from their deaf peers or to other patterns which may become evident. It is important to identify not only the problems and patterns of social interaction but also the practices which hearing students have employed.

Question 7. This series of questions relates to student plans after they graduate. Interviewers should use this opportunity to probe any pressures, aspirations, fears, hopes, plans or anxieties that the students may be experiencing.

Question 7a. This question seeks information concerning their plans for after graduation. If specific plans have been made, identify in as much detail as possible what they will be doing.

Question 7b. Use this set of questions with students who are planning to go to college or to any other type of higher education institution.

Question 7b(1). This question seeks their opinion concerning how well they feel the BOCES program has prepared them for the type of higher education they intend to pursue. You should be sure to record both positive and negative reactions.

Questions 7b(2) and 7b(3). These questions relate to their choice of higher education (or their choice of a specific school if one has been made) and the person (or persons) who helped them make the decision. Probe their responses to ascertain fully their reasons for the choice and the nature of the help provided.

Question 7b(4). This question seeks to determine if the student both sought and received all the help he/she needed in deciding about higher education. If the student indicates a need for more help, ascertain what kind(s) of help he wanted. Also, use direct questioning or probing to find out if the student tried to seek such help and from whom?

Question 7c. Use this set of questions with students who are planning to go to work.

Question 7c(1). This question seeks their opinion concerning how well they feel the BOCES program has prepared them for the type of work they intend to pursue. You should be sure to record both positive and negative reactions.

Question 7c(2). This question determines whether or not they have a job after they graduate (yes or no).

Questions 7c(3), 7c(4), 7c(5) and 7c(6). If the student has a job, use this series of questions to ascertain what kind of job (the job title or a clear description of what they will be doing), where they will be working (employer and location of employer), how they got the job, and who helped them (if anyone). Be specific in probing details.

Questions 7c(7), 7c(8), 7c(9) and 7c(10). If the student does not have a job, use this series of questions to find out how they will go about finding a job, who they will get help from, what kind of job they would like and where they would like to work (geographic location and type of establishment or company). Be specific in providing details.

Question 8. This question seeks to determine if they are recommending the BOCES program to other students in their home school. Use probing and direct questioning to explore either a "yes" or "no" answer.

Question 9. This question is a hypothetical question to ascertain their level of satisfaction with the BOCES program. Use probing, direct questioning or clarification to explore either a "yes" or "no" answer.

Question 10. There may be reactions, feelings or opinions that the schedule did not include. Use this question to explore other areas that the student may wish to talk about. The interviewer may also use this time to pursue any cues or areas of information which were alluded to but not discussed earlier. In addition any discrepancies, discontinuities or explanations which the interviewer feels are appropriate can be discussed at this time.

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1977-78 1978-7

Hearing Sampl

INTERVIEW SCHEDULE

FOR

REACTIONS, OPINIONS, AND EXPERIENCES REGARDING THE BOCES PROGRAM

BOCES Student Form

(Objective #10)

Name of Student______________________________ Age______ Date____________________

BOCES______________________________ Grade level____________________

Home School______________________________

BOCES course (current enrollment)______________________________

Year in BOCES: First __ Second __ Third __

Interviewer______________________________

Courses taken at BOCES (list all) ______________________________

____

____

BEGIN THE INTERVIEW WITH:

"My name is _____________. I want to talk with you about the program and your experiences at the BOCES Center and your plans for next year. Many people are interested in how students feel about the BOCES program. You can help all these people by telling me how you feel about your program. There aren't any right or wrong answers. Just tell me whatever you think will help me. Your answers will be kept secret. Do you have any questions? (Answer any questions.) Let's begin."

"What do you like about your program at BOCES?"

"What do you dislike about your program at BOCES?"

"Now let's talk about the skills you have learned at BOCES."

a. "What skills do you feel you learned at BOCES?"

b. "Do you think you could use these skills in getting a job?"

YES __ NO __

Comments:

c. "What skills do you feel you did not learn well at BOCES?"

d. "What other skills do you wish you had learned at BOCES?"

e. "How do you plan to use these skills after you graduate?"

a. "You have told me about the work skills you learned. Now let's talk about how you learned them."

(1) "How do you feel about your teachers at BOCES?"

(2) "What did your teachers do to help you learn the necessary skills for your courses here?"

(3) "How could your teachers have been more helpful to you?"

b. "Now let's talk about what you learned."

(1) "What work skills in (course) were hard for you to learn?"

(2) "What work skills in (course) were easy for you to learn?"

(3) "What kinds of help did you need in learning these skills?"

(4) "Did you get the help you needed?"

YES __ NO __

(5) If YES, Who helped you and how did they help you?"

If NO, "Who do you think could have helped you and how could they have helped you?"

5. "While you were at BOCES, you were tested and given marks so you could find out how you were doing. Let's talk about how you found out how you were getting along in the BOCES program."

a. "On taking tests"

(1) "Did you take tests at BOCES?"

YES __ NO __

(2) "Did the tests help you to find out how you were getting along?"

YES __ NO __

(3) If YES, "How?"

If NO, "Why not?"

b. "On being graded"

(1) "How often did you get a grade in your subjects?"

every 5 weeks __ every 10 weeks __ other __

(2) "Did these grades help you to find out how you were getting along?"

(3) If YES, "How?"

If NO, "Why not?"

(4) "In what other ways did the teachers tell you how you were getting along?"

6. "At BOCES, you went to school with deaf students."

a. "Let's talk about having classes with deaf students."

(1) "Was this the first time you ever had classes with deaf students?"

YES __ NO __

If NO, "When did you have classes with deaf students before BOCES?"

(2) "Do you like having classes with deaf students?" YES ___ NO ___

"Why?"

(3) "Did you learn better with deaf students in the class?" YES ___ NO ___

"Why?"

(4) "Was it harder to learn with deaf students in the class?"

YES ___ NO ___

"Why?"

b. "Let's talk about making friends at BOCES."

(1) "Do you have friends at BOCES who are not from your home school?"

YES ___ NO ___

(2) "Are these friends in your classes at BOCES?" YES ___ NO ___

(3) "How many friends do you have at BOCES who are not from your home school?"

0	1-2	3-4	5-6	7-8	9-10	Over 10
___	___	___	___	___	___	___

(4) "Was it hard for you to make friends at BOCES?" YES ___ NO ___

(5) "What did you do to try to make friends at BOCES?"

c. "Let's talk about your relationship with deaf students at BOCES."

(1) "Do you have any deaf friends at BOCES?" YES ___ NO ___

(2) "Are these deaf friends in your classes at BOCES?" YES ___ NO ___

(3) "How many deaf friends do you have at BOCES?"

0	1-2	3-4	5-6	7-8	9-10	Over 10
___	___	___	___	___	___	___

(4) "Was it hard for you to make deaf friends at BOCES?" YES __ NO __

(5) "What did you do to try to make deaf friends at BOCES?"

7. "Now let's talk about your plans after you graduate."

a. "What do you plan to do after you graduate?"

_______ College

(Specify)______________________________

_______ Other higher education

(Specify)______________________________

_______ Job

Type of job______________________________

_______ Other

(Specify)______________________________

_______ Participate at BOCES

(Specify course)________________________

_______ No plan

b. "Planning for college or higher education." (Use with students who have indicated such plans.)

(1) "Do you think that BOCES helped you get ready to go to ______________ (college or technical school)?"

(2) "Why did you choose to go to ___________ (if the college/higher education institution is unknown, use college or technical school)?"

(3) "Who helped you decide on _________________?"

(4) "Did you need more help than you got?" YES __ NO __

If YES, "What kind of help?"

c. "Getting a Job"

(1) "Do you think that BOCES helped you get ready for ____________?"

(2) "Do you have a job yet?" YES __ NO __

(3) If YES, "What kind of job?"

(4) "Where?" (Company or business)

(5) "How did you get the job?"

(6) "Who helped you get the job?"

(7) If NO, "What will you do to find a job?"

(8) "Who can help you get a job?"

(9) "What kind of a job do you want?"

(10) "Where would you like to work?" (City or town)

8. "Do you tell other students at your home school that they should go to BOCES?"

YES __ NO __

9. "If you had it to do over again, would you want to go to BOCES?"

YES __ NO __

10. "Do you want to tell me anything more about BOCES?"

J4
1976-7

INTERVIEW PROTOCOL
FOR
STUDENTS WHO HAVE WITHDRAWN FROM BOCES

OVERVIEW

This interview seeks the opinions and experiences of students who have withdrawn from the BOCES program. These students were enrolled in the BOCES program as juniors or seniors. Most of them will have attended BOCES for an extended period of time (a month or more) but, either by choice or recommendation, have returned to their home school or have left school completely.

PURPOSE

Interviews with students who have withdrawn from the BOCES Center provide information about why students left the program. This interview serves to provide input concerning the effectiveness or ineffectiveness of the BOCES program as the student experienced it. Interviewers should take their time with each question, seeking to probe the different dimensions of the program that have been experienced. The interview begins by asking students why they left the BOCES Center and what they liked or disliked about their program. It may be easier for students to begin by talking about those parts of the program that have affected them most positively or negatively. These questions are then followed by a series of questions that probe different dimensions of their experience (academic, social).

Interviewers should keep in mind that they are trying to describe what has happened to students and how they felt about what has happened. In this sense, then, interviewers should be always alert to differentiating between what has happened and student suggestions as to what should happen. This is extremely important in distinguishing between student reactions to or opinions of the program and student opinions about what can be done to improve or change the program. While both types of information are important to record, it is most essential to record what has happened.

Question 1. This is an open-ended question seeking to identify the student's reasons for leaving (or dropping out of) the BOCES program. You should keep in mind that the students may feel somewhat uncomfortable discussing their withdrawal from the BOCES program particularly if the withdrawal was recommended rather than a choice of their own. Use direct questioning and probing to explore the reasons they offer and ascertain why they didn't choose another BOCES course of study.

Questions 2 and 3. These questions are open-ended questions seeking information about what students have liked or disliked in their program at BOCES. Deaf students may encounter difficulty with the word 'program'. Try substituting the name of the specific content area (i.e. keypunch, drafting) in which the student is enrolled. If you get a response like "I like it fine." or "I like keypunch . . ." "I don't like food service", provide specific choices and follow their response with "why" or "why did you like it?" As the initial questions, it should be easy for students to talk about what they have liked or disliked in a very unrestricted way. Interviewers can use information provided by the respondents as cues for further inquiry later either in a general way or with reference to any of the specific responses which were offered in question 1. What the students have liked or disliked may suggest probing, direct questioning or clarifying leads which you might use in gathering specific information about the skills they have learned, the teachers they have had, the friends they have made or other aspects of their involvement in the BOCES program. Therefore, in addition to the direct usefulness of the information to be recorded for these questions, interviewers should be alert to other specific areas of inquiry which may be pursued.

Question 4. This question area deals with instructional matters and with the respondent's relationship to school personnel who were in a position to help them with their training/learning.

Question 4a and 4b. These questions focus on the degree of difficulty (hard-easy) which the student encountered in learning the different skills associated with his/her program. Interviewers should try to identify the specific work skills in each area (or describe them sufficiently for later identification) and insofar as possible ascertain if these difficulties were associated with basic learning deficienties (e.g. math, language), with communication problems (speaking, observing, reading), with manual dexterity or eye-hand-foot coordination, or other academic-manual concerns.

Questions 4c and 4d. These questions pursue the student's perception of the kinds of help that he/she needed to learn these tasks, whether or not they get such specific help, who offered the help and in what form. Probing, direct questioning and seeking examples leads should be used to obtain specific in-depth information concerning the problems which the student perceived.

Question 5. These questions focus on the socialization possibilities of working/studying side-by-side with hearing students. In this set of questions you are attempting to ascertain the extent of the student's involvement with hearing students and the nature of the relationships they have established with them.

Question 5a. This question provides information concerning the student's experiences before attending BOCES. If the student has been in a school (or schools) with hearing students prior to attending BOCES, obtain the specifics needed for background interpretation (e.g. where, length of time).

Question 5b. This question seeks general information concerning the student's experiences with hearing students at the BOCES Center. Question 5b is a general "yes"-"no" assessment of the interviewee's reaction to attending classes with hearing students.

Questions 5c and 5d. These questions pursue in-depth examples of how learning with hearing students either facilitated or inhibited the learning of the respondents. Use seeking examples and direct questioning leads to elicit specific details or life situations descriptions.

Question 6a. This question seeks to explore, in a general way ("yes"-"no"), how the student viewed his realtionships with hearing students.

Questions 6b and 6c. These questions elicit information relative to the process of making friends and the problems deaf students may have encountered. Interviewers should be alert to those respondents who have tended to be aggressive in making friends, to those who have tried to make friends unsuccessfully, to those who have remained isolated from their hearing peers or to other patterns which may become evident. It is important to identify not only the problems and patterns of social interaction but also the practices which deaf students have employed.

Question 7. There may be reactions, feelings or opinions that the schedule did not include. Use this question to explore other areas that the student may wish to talk about. The interviewer may also use this time to pursue any cues or areas of information which were alluded to but not discussed earlier. In addition, any discrepancies, discontinuities or explanations which the interviewer feels are appropriate can be discussed at this time.

J 4
1976-77

INTERVIEW SCHEDULE

FOR

STUDENTS WHO HAVE WITHDRAWN FROM THE BOCES PROGRAM

Name of Student________________________________ Age ____ Date______________

School____ Grade level______________

Interviewer_____________________________________

Course taken at BOCES_____________________________

BEGIN THE INTERVIEW WITH:

"My name is _____________. I want to talk with you about your experiences in the BOCES Center. We are interested in how you feel about the BOCES program. I will ask you a few questions. Tell me what you think will help me to understand why you dropped the program. Your answers will be kept secret. Do you have any questions?" (Answer any questions.) "Let's begin."

1. "Why did you leave the BOCES program?"

2. "What did you like about your program at BOCES?"

3. "What did you dislike about your program at BOCES?"

4. "Now let's talk about what you learned
   a. "What things in (course) were hard?"

   b. "What things in (course) were easy?

   c. "Did you need help in (course)?" YES __ NO __

      "What kinds of help?"

d. "Did someone help you?" YES __ NO __

If YES, "Tell me who helped you and what they did to help you?"

If NO, "Tell me who could have helped you?"

"What help did you want them to give?"

5. "At BOCES, you went to school with hearing students. Let's talk about having classes with hearing students."

a. "Was this the first time you ever had classes with hearing students?"

YES __ NO __

If NO, "When did you have classes with hearing students before BOCES?"

b. "Do you like having classes with hearing students?" YES __ NO __

"Why?"

c. "Did you learn better with hearing students in the class?" YES__ NO __

"Why?"

6. "Let's talk about making friends at BOCES."

a. "Did you have hearing friends at BOCES?" YES __ NO __

b. "Was it hard for you to make friends at BOCES?"

YES __   NO __

c. "What did you do to try to make friends at BOCES?"

7. "Do you want to tell me anything more about BOCES?"

J4
1977-78
1978-79

INTERVIEW PROTOCOL
FOR
STUDENTS WHO HAVE WITHDRAWN FROM BOCES
1977-78
(Objective #10)

OVERVIEW

This interview seeks the opinions and experiences of students who have withdrawn from the BOCES program. These students were enrolled in the BOCES program as juniors or seniors. Most of them will have attended BOCES for an extended period of time (a month or more) but, either by choice or recommendation, have returned to their home school or have left school completely.

PURPOSE

Interviews with students who have withdrawn from the BOCES Center provide information about why students left the program. This interview serves to provide input concerning the effectiveness or ineffectiveness of the BOCES program as the student experienced it. Interviewers should take their time with each question, seeking to probe the different dimensions of the program that have been experienced. The interview begins by asking students why they left the BOCES Center and what they liked or disliked about their program. It may be easier for students to begin by talking about those parts of the program that have affected them most positively or negatively. These questions are then followed by a series of questions that probe different dimensions of their experience (academic, social).

Interviewers should keep in mind that they are trying to describe what has happened to students and how they felt about what has happened. In this sense, then, interviewers should be always alert to differentiating between what has happened and student suggestions as to what should happen. This is extremely important in distinguishing between student reactions to or opinions of the program and student opinions about what can be done to improve or change the program. While both types of information are important to record, it is most essential to record what has happened.

Question 1. This is an open-ended question seeking to identify the student's reasons for leaving (or dropping out of) the BOCES program. You should keep in mind that the students may feel somewhat uncomfortable discussing their withdrawal from the BOCES program particularly if the withdrawal was recommended rather than a choice of their own. Use direct questioning and probing to explore the reasons they offer and ascertain why they didn't choose another BOCES course of study.

Questions 2 and 3. These questions are open-ended questions seeking information about what students have liked or disliked in their program at BOCES. Deaf students may encounter difficulty with the word 'program'. Try substituting the name of the specific content area (i.e. keypunch, drafting) in which the student is enrolled. If you get a response like "I like it fine." or "I like keypunch . . ." "I don't like food service", provide specific choices and follow their response with "why" or "why did you like it?" As the initial questions, it should be easy for students to talk about what they have liked or disliked in a very unrestricted way. Interviewers can use information provided by the respondents as cues for further inquiry later either in a general way or with reference to any of the specific responses which were offered in question 1. What the students have liked or disliked may suggest probing, direct questioning or clarifying leads which you might use in gathering specific information about the skills they have learned, the teachers they have had, the friends they have made or other aspects of their involvement in the BOCES program. Therefore, in addition to the direct usefulness of the information to be recorded for these questions, interviewers should be alert to other specific areas of inquiry which may be pursued.

Question 4. This question area deals with instructional matters and with the respondent's relationship to school personnel who were in a position to help them with their training/learning.

Question 4a and 4b. These questions focus on the degree of difficulty (hard-easy) which the student encountered in learning the different skills associated with his/her program. Interviewers should try to identify the specific work skills in each area (or describe them sufficiently for later identification) and insofar as possible ascertain if these difficulties were associated with basic learning deficiencies (e.g. math, language), with communication problems (speaking, observing, reading), with manual dexterity or eye-hand-foot coordination, or other academic-manual concerns.

Question 4c and 4d. These questions pursue the student's perception of the kinds of help that he/she needed to learn these tasks, whether or not they get such specific help, who offered the help and in what form. Probing, direct questioning and seeking examples leads should be used to obtain specific in-depth information concerning the problems which the student perceived. In question 4c, ascertain how frequently the student required assistance. Be sure to funnel the response so that one of the boxes can be checked. Also, be sure to note any comments or qualifications reported. In question 4d (Did someone help you?), be sure to follow-up both the "yes" and the "no" response by asking the questions printed on the Interview Schedule.

Question 5. These questions focus on the socialization possibilities of working/studying side-by-side with hearing students. In this set of questions you are attempting to ascertain the extent to the student's involvement with hearing students and the nature of the relationships they have established with them.

Question 5a. This question provides information concerning the student's experiences before attending BOCES. If the student has been in a school (or schools) with hearing students prior to attending BOCES, obtain the specifics needed for background interpretation (e.g. where, length of time).

Question 5b. This question seeks general information concerning the student's experiences with hearing students at the BOCES Center. Question 5b is a general "yes"-"no" assessment of the interviewee's reaction to attending classes with hearing students.

Question 5c and 5d. These questions pursue in-depth examples of how learning with hearing students either facilitated or inhibited the learning of the respondents. Use seeking examples and direct questioning leads to elicit specific details or life situations and descriptions.

Question 6a. This question seeks to explore, in a general way ("yes"-"no"), how the student viewed his relationships with hearing students. If the student response affirms they had friends at BOCES, determine if their friends were in their classes at BOCES (6a1). Ascertain how many hearing friends they believe they have at BOCES checking their response in the appropriate space.

Questions 6b and 6c. These questions elicit information relative to the process of making friends and the problems deaf students may have encountered. Interviewers should be alert to those respondents who have tended to be aggressive in making friends, to those who have tried to make friends unsuccessfully, to those who have remained isolated from their hearing peers or to other patterns which may become evident. It is important to identify not only the problems and patterns of social interaction but also the practices which deaf students have employed.

Question 7a, b, c and d. Student withdrawals may ("yes") or may not ("no") desire to re-enter BOCES (7a). If they indicate the possibility of re-entering BOCES, determine whether they plan to go back again in the near future (7b) and whether they plan to remain in the same course or switch to another program (7c). Identify the course(s) of study they would like to take if they were to re-enter BOCES (7d).

Question 8. There may be reactions, feelings or opinions that the schedule did not include. Use this question to explore other areas that the student may wish to talk about. The interviewer may also use this time to pursue any cues or areas of information which were alluded to but not discussed earlier. In addition, any discrepancies, discontinuities or explanations which the interviewer feels are appropriate can be discussed at this time.

Question 9. This question seeks to explore the respondent's future plans after BOCES. Ascertain if the student will seek or has found a job or a higher education program he/she wishes to pursue. The respondent may just wish to take time off to sort out his or her life goals. Travel may be of interest to them at this point. Future plans may vary from respondent to respondent. Probe for specifics.

J4
1977-78
1978-79

INTERVIEW SCHEDULE

FOR

STUDENTS WHO HAVE WITHDRAWN FROM THE BOCES PROGRAM

1977-78

Name of Student_____________________________ Age _____ Date __________

School____________________________________ Grade level__________

Interviewer________________________________

Course taken at BOCES_______________________

BEGIN THE INTERVIEW WITH:

"My name is_______________. I want to talk with you about your experience in the BOCES Center. We are interested in how you feel about the BOCES program. I will ask you a few questions. Tell me what you think will help me to understand why you dropped the program. Your answers will be kept secret. Do you have any questions?" (Answer any questions.) "Let's begin."

1. "Why did you leave the BOCES program?"

2. "What did you like about your course at BOCES?"

3. "What didn't you like about your program at BOCES?"

4. "Now let's talk about what you learned at BOCES."

   a. "What things in (course) were hard?"

   b. "What things in (course) were easy?"

   c. "Did you need help in (course)?" YES __ NO __

   (1) If YES, "What kinds of help?"

   (2) "How often or how many times did you need help?"

   ☐ sometimes
   ☐ everyday
   ☐ once a week
   ☐ twice a week
   ☐ once a month
   ☐ other (specify) ____________________

d. "Did someone help you?" YES __ NO __

If YES, 'Tell me who helped you and what they did to help you?"

If NO, "Do you think someone should have helped you? YES __ NO __

"Tell me who could have helped you?"

"What help did you want to get from them?"

5. "At BOCES, you went to school with hearing students. Let's talk about having classes with hearing students."

a. "Was this the first time you ever had classes with hearing students?"

YES __ NO __

If NO, "When did you have classes with hearing students before BOCES?"

b. "Do you like having classes with hearing students?" YES __ NO __

"Why?"

6. "Let's talk about making friends at BOCES."

a. "Did you have hearing friends at BOCES?" YES __ NO __

(1) If YES, "Were your hearing friends in your classes at BOCES?"

(2) "How many hearing friends did you have at BOCES?"

_ 0, __ 1-2, __ 3-5, __5-10, __ over 10

b. "Was it hard for you to make friends at BOCES?" YES __ NO __

c. "What did you do to try to make friends at BOCES?"

7. a. "Do you want to go to BOCES again?" YES __ NO __

   b. If YES, "Do you plan to go back to BOCES soon?" YES __ NO __

   c. "Do you plan to take the same course or a different course?"

   SAME __ DIFFERENT __

   d. If DIFFERENT, "What course do you want to take?"

8. "Do you want to tell me anything more about BOCES?"

9. "What are your plans for the future after BOCES?"

J5
1976-77

QUESTIONNAIRE FOR PARENTS

Name of father ____________________ Name of mother ____________________

Name of student ____________________ Date ____________________

School attended ____________________

The following questions are concerned with your experiences and your attitudes about your son or daughter's attending the BOCES Occupational Education Center. This information will be helpful in a research project involving the schools for the deaf and the BOCES occupational education centers across New York State. All responses will be kept confidential.

Both husband and wife should answer the questions. The entire questionnaire should take about 15 minutes of your time.

When the questionnaire is completed, please return it to us in the enclosed envelope.

PART I

The first two questions are concerned with the activities and concerns that took place before your son or daughter started at the Occupational Education Center or just as he/she began going there.

1. Below is a list of things that you might have had an opportunity to do before your son or daughter started taking courses at the Occupational Education Center. Check the ones that you did.

Mother	Father	
___	___	I attended an informational meeting for parents at the School for the Deaf.
___	___	I attended an informational meeting for parents at the Occupational Education Center.
___	___	I received a list of the courses offered at the Occupational Education Center.
___	___	I met my child's teacher at the Occupational Education Center.
___	___	I met the coordinator of the program for the deaf students.
___	___	I met with my child's counselor and we talked about his/her attending the Occupational Education Center.
___	___	I visited the Occupational Education Center and saw the classes in session.
___	___	Other (please specify)
___	___	Other

2. When your son or daughter began attending the Occupational Education Center what were you concerned about? (Check as many as were true then.)

Mother	Father	
___	___	Will it be worthwhile educationally?
___	___	Will it interfere with his school work at the School for the Deaf?
___	___	Is the transportation safe?
___	___	Will he/she learn something that will be useful to him/her
___	___	Will he/she be able to learn in a classroom with hearing students?
___	___	Will he/she get the help needed so he/she learns the most possible.
___	___	Will the hearing students make fun of him/her?
___	___	Is the learning setting safe?
___	___	Other (please specify)
___	___	Other
___	___	Other

The following questions deal with the decision-making process that occurred when your son/daughter began attending the Occupational Education Center.

3. To what extent were you in favor of having your child attend the Occupational Education Center?

Mother	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐
	Strongly in favor	In favor	Neutral	Not in favor	Strongly not in favor

4. To what extent do you believe you were involved in the decision to have your child attend the Occupational Education Center?

Mother	☐	☐	☐
Father	☐	☐	☐
	It was our decision alone	We and others made the decision together	The decision was made by someone else

5. To what extent do you believe your child was involved in the decision to attend the Occupational Education Center?

Mother	☐	☐	☐
Father	☐	☐	☐
	He made the decision by himself	He made the decision with help from others	He did not help make the decision. It was made by others.

6. Which statement best describes how you feel about the actions of the staff at the School for the Deaf in the decision for your child to attend the Occupational Education Center?

Mother	Father	
☐	☐	It was their decision.
☐	☐	The decision was left to the child.
☐	☐	They expressed their preference, but the decision was left to us.
☐	☐	They expressed their preference, but the decision was left to the child.

7. Who chose the course your son/daughter is taking at the Occupational Education Center?

Mother	Father	
☐	☐	Someone at the School for the Deaf
☐	☐	Our son or daughter
☐	☐	We, as parents
☐	☐	It was a group decision involving (check as many as apply)

M	F	
__	__	our son/daughter
__	__	us as parents
__	__	the School for the Deaf

8. Which statement best describes your attitude about the course your child is taking at the Occupational Education Center?

Mother	Father	
___	___	I would approve of any course he/she takes at the Center.
___	___	I approve of the course he/she is taking; there are others I would not approve.
___	___	I don't approve of the course he is taking, but there are others I would approve.
___	___	I don't approve of the course he/she is taking and I don't approve of any of the courses offered at the Center.

The following questions explore your beliefs regarding the value of the programs at the Occupational Education Center and the amount of information you receive about your child's work there.

9. What do you believe are the benefits your child is receiving from the BOCES Occupational Education Center?

Mother:

Father:

10. What do you believe are the drawbacks of your child's attending the Occupational Education Center?

Mother:

Father:

11. What information are you getting about your child's work at the Occupational Education Center from the Occupational Education Center itself?

Mother:

Father:

12. What information are you getting about your child's work at the Occupational Education Center from the School for the Deaf?

Mother:

Father:

13. What information would you like to get?

Mother:

Father:

PART II

Parents' occupation and level of education. We need information on your work and the amount of schooling you have had. This will be kept confidential and will be used for purposes of grouping the information we receive.

	Mother	Father
1. Job title	______	______
	______	______
	______	______
2. Name of Employer or Company	______	______
	______	______
3. Briefly describe your job duties	______	______
	______	______
	______	______
	______	______

4. Please mark the highest level of education you have completed.

Mother	Father	
___	___	Graduate Professional Training (has a graduate degree)
___	___	Standard College or University Graduation (finished a four-year college program)
___	___	One- or Two-Year Program above the high school level (completed a program in a junior college, trade school, etc.)
___	___	Partial College Training (completed at least one semester of college but did not complete a full program)
___	___	High School Graduate
___	___	High School (attended but did not graduate)
___	___	Eight years of school or less

J5
1977-78

QUESTIONNAIRE FOR PARENTS

1977-1978

Name of father____________________ Name of mother____________________

Name of Student____________________ Date____________________

School attended____________________

The following questions are concerned with your experiences and your attitudes about your son or daughter's attending the BOCES Occupational Education Center. This information will be helpful in a research project involving the schools for the deaf and the BOCES occupational education centers across New York State. All responses will be kept confidential.

You may have completed a questionnaire last year. If so, the information you gave us has been very helpful. It is important that we know of your experiences each year your child is in BOCES. Therefore, we are asking you to take the time again to complete the following pages.

Both husband and wife should answer the questions. The entire questionnaire should take about 30 minutes of your time.

When the questionnaire is completed, please return it to us in the enclosed envelope. Thank you for your help, time and consideration.

PART I

The first two questions are concerned with the activities and concerns that took place before your son or daughter started at the BOCES or just as he/she began going there.

1. Below is a list of things that you had an opportunity to do before your son or daughter started taking courses at the Occupational Education Center. Circle "yes" for the things you did and "no" for the items you did not do.

Mother		Father		
yes	no	yes	no	I attended an informational meeting for parents at the School for the Deaf.
yes	no	yes	no	I attended an informational meeting for parents at the BOCES.
yes	no	yes	no	I received a list of the courses offered at the BOCES.
yes	no	yes	no	I met my child's teacher at the BOCES.
yes	no	yes	no	I met the coordinator of the program for the deaf students.
yes	no	yes	no	I met with my child's counselor and we talked about his/her attending the BOCES.
yes	no	yes	no	I visited the BOCES and saw the classes in session.
yes	no	yes	no	Other (please specify)
yes	no	yes	no	Other

2. When your son or daughter began attending the BOCES what were you concerned about? Circle "yes" or "no" for each item. Remember we want to know your concerns before your child began attending BOCES.

Mother		Father		
yes	no	yes	no	I was worried whether it would be worthwhile educationally.
yes	no	yes	no	I was worried whether it would interfere with his school work at the School for the Deaf.
yes	no	yes	no	I wondered if the transportation was safe.
yes	no	yes	no	I wondered if he/she would learn something that will be useful to him/her.
yes	no	yes	no	I wondered if he/she would be able to learn in a classroom with hearing students.
yes	no	yes	no	I wondered if he/she would get the help needed so he/she could learn the most possible.
yes	no	yes	no	I wondered if the hearing students would make fun of him/her.
yes	no	yes	no	I wondered if the learning setting was safe.
yes	no	yes	no	I wondered if the teacher had taught deaf students before or has any background in the area of deafness.
yes	no	yes	no	Other

The following questions deal with the decision-making process that occurred when your son/daughter began attending BOCES.

3. Were you in favor of having your child attend BOCES?

Mother	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐
	Strongly in favor	In favor	Neutral	Not in favor	Strongly not in favor

4. Whose idea was it first for your child to go to BOCES? (Check only one)

Mother	Father	
☐	☐	Someone at the School for the Deaf?
☐	☐	Our son's or daughter's
☐	☐	Ours, as parents (either one or both)

5. Who was involved in the process of deciding if your son or daughter would go to BOCES?

Mother	Father	
☐	☐	Person (or Persons) at the School for the Deaf.
☐	☐	Our son or daughter.
☐	☐	We, as parents (either one or both)
☐	☐	It was a group process involving (check as many as apply).

- ☐ Our son or daughter
- ☐ We as parents (either one or both)
- ☐ The School for the Deaf

6. Who made the final decision that your child was going to BOCES. (Check only one.)

Mother	Father	
☐	☐	The School for the Deaf
☐	☐	Our son or daughter
☐	☐	We as parents (either one or both)

7.A. Who chose the course or courses your son/daughter is taking at BOCES?

Mother	Father	Someone at the School for the Deaf
☐	☐	Someone at the School for the Deaf
☐	☐	Our son or daughter
☐	☐	We, as parents
☐	☐	It was a group decision involving (check as many as apply)

Mother	Father	
☐	☐	our son/daughter
☐	☐	as parent
☐	☐	the School for the Deaf

B. To your knowledge was any test administered to find out which program areas your child had interests in.

	Yes	No
Mother	☐	☐
Father	☐	☐

8. Which statement best describes your attitude about the course your child is taking at BOCES?

Mother	Father	
____	____	I would approve of any course he/she takes at the Center.
____	____	I approve of the course he/she is taking; there are others I would not approve.
____	____	I don't approve of the course he is taking, but there are others I would approve.
____	____	I don't approve of the course he/she is taking and I don't approve of any of the courses offered at the Center.

9. We are interested in what you believe to be the benefits your child is receiving from BOCES. Please circle yes (Y) or no (N) for each item listed. Please add any other benefits you feel important at the end of the list.

Mother		Father		It is good that:
Y	N	Y	N	My child is learning a trade.
Y	N	Y	N	My child will have a better chance of getting a job.
Y	N	Y	N	My child can explore different job areas.
Y	N	Y	N	What is learned at BOCES will be helpful no matter what job he/she gets.
Y	N	Y	N	My child can find out if he/she likes certain kinds of work.
Y	N	Y	N	My child can find out what abilities or skills he/she has.
Y	N	Y	N	My child will be happier.
Y	N	Y	N	My child will be able to develop self confidence.
Y	N	Y	N	My child will have more opportunities for success in school.
Y	N	Y	N	He/she will have a better attitude toward school.
Y	N	Y	N	He/she will be in a class with hearing students.
Y	N	Y	N	My child will learn to communicate with hearing students.
Y	N	Y	N	My child will learn better to communicate with adults who do not know how to talk very well with deaf students.
Y	N	Y	N	My child will be more able to function in the hearing world.
Y	N	Y	N	Other (please specify)
Y	N	Y	N	I don't believe there are any benefits to my child going to BOCES.

10. Which of the following do you believe are disadvantages to your child's going to BOCES? Please circle yes (Y) or no (N) for each item listed. Add any other things you see as drawbacks at the end of the list.

Mother		Father		It is a drawback that:
Y	N	Y	N	My child has less time for his school work at the School for the Deaf.
Y	N	Y	N	My child cannot take the courses he/she wants at the School for the Deaf.
Y	N	Y	N	My child has less time to be with his/her friends at the School for the Deaf.
Y	N	Y	N	My child has less time for clubs, sports, etc. at the School for the Deaf.
Y	N	Y	N	Transportation to BOCES takes too much time.
Y	N	Y	N	Going to and from BOCES each day is dangerous.
Y	N	Y	N	Two and ½ hours at BOCES is too long to spend on one course.
Y	N	Y	N	Two and ½ hours at BOCES is too little time to spend learning a trade.
Y	N	Y	N	The training received at BOCES is too little to be helpful later.
Y	N	Y	N	My child won't be able to get a job in the area he/she is being trained in.
Y	N	Y	N	Students miss too much time at BOCES because the School for the Deaf has a different schedule
Y	N	Y	N	Hearing students ignore deaf students.
Y	N	Y	N	Hearing students tease deaf students.
Y	N	Y	N	Teachers do not know sign language.
Y	N	Y	N	There are not enough interpreters.
Y	N	Y	N	My child can't get the extra help he/she needs.
Y	N	Y	N	Other (please specify).
Y	N	Y	N	There are no drawbacks to my child's going to BOCES.

11. While your child is in BOCES this year what information would you like to receive? Circle yes (Y) if you want the information; circle no (N) if you don't want the information or if you already have the information.

a. ABOUT THE PROGRAM AND BOCES.

(1) I want to find out:

Mother		Father		
Y	N	Y	N	More information about what is taught in my child's BOCES course.
Y	N	Y	N	How advanced the BOCES training is.
Y	N	Y	N	What kinds of jobs the BOCES training leads to.
Y	N	Y	N	If the staff at BOCES will help my child get a job when he/she graduates.
Y	N	Y	N	If deaf people are hired for the jobs my child is preparing for in his/her BOCES program.
Y	N	Y	N	If there are jobs available near home.

b. ABOUT MY CHILD'S WORK AND EXPERIENCES AT BOCES:

(1) I want to receive:

Mother		Father		
Y	N	Y	N	Report cards regularly giving his/her grades.
Y	N	Y	N	Written reports telling how he/she's doing.

(2) I want to have a conference with his/her:

Mother		Father		
Y	N	Y	N	Teacher at BOCES.
Y	N	Y	N	Coordinator at BOCES.
Y	N	Y	N	Counselor at BOCES.
Y	N	Y	N	Other (please specify).

(3) I want to find out:

Mother		Father		
Y	N	Y	N	How well he/she's doing in class.
Y	N	Y	N	How I can help my child if he/she needs help.
Y	N	Y	N	If he/she will be skilled enough to be employed in this area.
Y	N	Y	N	What his/her attitude is toward work.
Y	N	Y	N	What his/her attitude is toward other persons in class at BOCES.
Y	N	Y	N	If he/she gets along with hearing students.
Y	N	Y	N	If he/she tries to communicate with hearing students.
Y	N	Y	N	If he/she understands directions.
Y	N	Y	N	If he/she can work alone.
Y	N	Y	N	Other (please specify).

PART II

Parents' occupation and level of education. We need information on your work and the amount of schooling you have had. This will be kept confidential and will be used for purposes of grouping the information we receive.

	Mother	Father
1. Job title	____________	____________
	____________	____________
	____________	____________
2. Name of Employer or Company	____________	____________
	____________	____________
3. Briefly describe your job duties	____________	____________
	____________	____________
	____________	____________
	____________	____________

4. Please mark the highest level of education you have completed.

Mother	Father	
___	___	Graduate Professional Training (has a graduate degree)
___	___	Standard College or University Graduation (finished a four-year college program)
___	___	One- or Two-Year Program above the high school level (completed a program in a junior college, trade school, etc.)
___	___	Partial College Training (completed at least one semester of college but did not complete a full program)
___	___	High School Graduate
___	___	High School (attended but did not graduate)
___	___	Eight years of school or less

1978-7

QUESTIONNAIRE FOR PARENTS

FORM N

1978-1979

Name of father____________________ Name of mother____________________
first last first last

Name of student____________________ Date____________________
first last

School attended____________________

The following questions are concerned with your experiences and your attitudes about your son or daughter's attending the BOCES Occupational Education Center. This information will be helpful in a research project involving the schools for the deaf and the BOCES occupational education centers across New York State. All responses will be kept confidential.

Both husband and wife should answer all questions. Please don't answer for the other person, but feel free to discuss your responses with each other. The entire questionnaire should take about 30 minutes of your time.

When the questionnaire is completed, please return it to us in the enclosed envelope. Thank you for your help, time and consideration.

PART I

The first two questions are concerned with the activities and concerns that took place before your son or daughter started at the BOCES or just as he/she began going there.

1. Below is a list of things that you had an opportunity to do before your son or daughter started taking courses at the Occupational Education Center. Circle "yes" for the things you did and "no" for the items you did not do.

Mother		Father		
yes	no	yes	no	I attended an informational meeting for parents at the School for the Deaf.
yes	no	yes	no	I attended an informational meeting for parents at the BOCES.
yes	no	yes	no	I received a list of the courses offered at the BOCES.
yes	no	yes	no	I met my child's teacher at the BOCES.
yes	no	yes	no	I met the coordinator of the program for the deaf students.
yes	no	yes	no	I met with my child's counselor and we talked about his/her attending the BOCES.
yes	no	yes	no	I visited the BOCES and saw the classes in session.
yes	no	yes	no	Other (please specify)
yes	no	yes	no	Other

2. When your son or daughter began attending the BOCES what were you concerned about? Circle "yes" or "no" for each item. Remember we want to know your concerns before your child began attending BOCES.

Mother		Father		
yes	no	yes	no	I was worried whether it would be worthwhile educationally.
yes	no	yes	no	I was worried whether it would interfere with his school work at the School for the Deaf.
yes	no	yes	no	I wondered if the transportation was safe.
yes	no	yes	no	I wondered if he/she would learn something that will be useful to him/her.
yes	no	yes	no	I wondered if he/she would be able to learn in a classroom with hearing students.
yes	no	yes	no	I wondered if he/she would get the help needed so he/she could learn the most possible.
yes	no	yes	no	I wondered if the hearing students would make fun of him/her.
yes	no	yes	no	I wondered if the learning setting was safe.
yes	no	yes	no	I wondered if the teacher had taught deaf students before or has any background in the area of deafness.
yes	no	yes	no	Other

The following questions deal with the decision-making process that occurred when your son/daughter began attending BOCES.

3. Were you in favor of having your child attend BOCES?

Mother	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐
	Strongly in favor	In favor	Neutral	Not in favor	Strongly not in favor

4. Whose idea was it first for your child to go to BOCES? (Check only one)

Mother	Father	
☐	☐	Someone at the School for the Deaf?
☐	☐	Our son's or daughter's
☐	☐	Ours, as parents (either one or both)

5. Who was involved in the process of deciding if your son or daughter would go to BOCES? (Check as many as apply)

Mother	Father	
☐	☐	Person (or Persons) at the School for the Deaf.
☐	☐	Our son or daughter.
☐	☐	We, as parents (either one or both)

6. Who made the final decision that your child was going to BOCES. (Check only one.)

Mother	Father	
☐	☐	The School for the Deaf
☐	☐	Our son or daughter
☐	☐	We as parents (either one or both)

7a. Who chose the course or courses your son/daughter is taking at BOCES? (Check as many as apply.)

Mother	Father	
☐	☐	Someone at the School for the Deaf
☐	☐	Our son or daughter
☐	☐	We, as parents

7b. To your knowledge was any test administered to find out which occupational areas your child had interests in.

	Yes	No	Don't Know
Mother	☐	☐	☐
Father	☐	☐	☐

8. Which statement best describes your attitude about the course your child is taking at BOCES?

Mother	Father	
_____	_____	I would approve of any course he/she takes at the Center.
_____	_____	I approve of the course he/she is taking; there are others I would not approve.
_____	_____	I don't approve of the course he is taking, but there are others I would approve.
_____	_____	I don't approve of the course he/she is taking and I don't approve of any of the courses offered at the Center.

9a. Think about your child's interests and abilities. Do you believe he/she is in the course that is best for him/her at BOCES?

Mother	Father
☐ yes ☐ no	☐ yes ☐ no

If you checked no, skip question 9b and continue with the questionnaire.
If you checked yes, answer only question 9b and go directly to question 10.

9b. Even though you believe this course is best for your child, what do you dislike about it?

Mother:

Father:

9c. What do you dislike about this course for your child?

Mother:

Father:

9d. What course would you prefer for your child to take?

Mother:

Father:

10. We are interested in the benefits you believe your child is receiving from BOCES. Please circle Y (yes) or N (no) for each of the following items. ANSWER ALL ITEMS. Add any other benefiits you believe are important at the end of the list.

Mother		Father		By attending BOCES, my child:
Y	N	Y	N	is learning a trade.
Y	N	Y	N	will have a better chance of getting a job.
Y	N	Y	N	can explore different job areas.
Y	N	Y	N	will be helped, no matter what job he/she gets.
Y	N	Y	N	can find out if he/she likes certain kinds of work.
Y	N	Y	N	can find out the abilities or skills he/she has.
Y	N	Y	N	will [illegible]
Y	N	Y	N	will be able to develop self confidence.
Y	N	Y	N	will have more opportunities for success in school.
Y	N	Y	N	will have a better attitude toward school.
Y	N	Y	N	will be in a class with hearing students.
Y	N	Y	N	will learn to communicate with hearing students.
Y	N	Y	N	will learn better to communicate with adults who do not know how to talk very well with deaf students.
Y	N	Y	N	will be more able to function in the hearing world.
_____		_____		Other (please specify).

11. We are also interested in what you believe are the disadvantages to your child's attending BOCES. Please circle Y (yes) or N (no) for each of the following items. ANSWER ALL ITEMS. Add any other disadvantages at the end of the list.

Mother		Father		It is a disadvantage that my child:
Y	N	Y	N	has less time for his school work at the School for the deaf.
Y	N	Y	N	cannot take the courses he/she wants at the School for the Deaf .
Y	N	Y	N	has less time to be with his/her friends at the School for the Deaf .
Y	N	Y	N	has less time for clubs, sports etc. at the School for the Deaf.
Y	N	Y	N	spends too much time traveling to BOCES and back.
Y	N	Y	N	is in danger traveling to BOCES by bus.
Y	N	Y	N	finds that two and 1/2 hours at BOCES is too long to spend on one course .
Y	N	Y	N	finds that two and 1/2 hours at BOCES is too little time to spend learning a trade.
Y	N	Y	N	is not learning enough to get a job in this area later.
Y	N	Y	N	won't be able to get a job in this area because of his/her deafness .
Y	N	Y	N	won't be able to get a job in this occupation because no jobs are available.
Y	N	Y	N	misses too many days at BOCES because the School for the Deaf has a different school calendar.
Y	N	Y	N	is ignored by hearing students.
Y	N	Y	N	is teased by hearing students.
Y	N	Y	N	can't communicate with the teacher because the teacher doesn't know sign language.
Y	N	Y	N	cannot have an interpreter to help as often as needed.
Y	N	Y	N	can't get the extra help he/she needs.
____		____		Other (please specify).

12a. Please indicate what you would like to learn about the program and BOCES while your child is there this year. Circle K (know) if you already have enough information. Circle Y (yes), if you do want the information and don't know it. Circle N (no), if you don't have the information and are not really interested in getting it.

Mother	Father	
K Y N	K Y N	More information about what is taught in my child's BOCES course.
K Y N	K Y N	How advanced the BOCES training is.
K Y N	K Y N	What kinds of jobs the BOCES training leads to.
K Y N	K Y N	If the staff at BOCES will help my child get a job when he/she graduates.
K Y N	K Y N	If deaf people are hired for the jobs my child is preparing for in his/her BOCES program.
K Y N	K Y N	If there are jobs available near home.

12b. How would you like to receive the information about your child's work? Circle R (receive) if you already receive information in this way. Circle Y (yes) if you want to receive this but don't or haven't. Circle N (no) if you don't receive this and really don't want to.

Mother	Father	
R Y N	R Y N	Regular report cards giving his/her grades.
R Y N	R Y N	Written progress reports telling how he/she's doing.
R Y N	R Y N	Skill lists showing the skills he/she has learned.

12c. (1) Do you want to have a conference with someone about your child's work? If so, with whom? Circle H (have) for someone you already have had a conference or conferences with. Circle Y (yes) for someone you want a conference with but have not had one. Circle N (no) for someone you don't want to have a conference with. Write in anyone else that is not listed that you want a conference with. Use their name if you don't know their title.

Mother	Father	
H Y N	H Y N	Teacher at BOCES.
H Y N	H Y N	Coordinator at BOCES.
H Y N	H Y N	Counselor at BOCES.
_____	_____	Other at BOCES (specify)
_____	_____	Other at School for Deaf (specify)

12c. (2) If you would like a conference or if you are already having conferences about your child's work at BOCES, please answer the following items. Circle K (known) if this is not a conference topic for you. Circle Y (yes) if you want to find this out during the conference. Circle N (no) if you do not know this and don't want to discuss it during the conference.

Mother	Father	I want to find out:
K Y N	K Y N	How well he/she's doing in class.
K Y N	K Y N	How I can help my child if he/she needs help.
K Y N	K Y N	If he/she is developing enough skill to be employed in this job area.
K Y N	K Y N	What his/her attitude is in the class at BOCES.
K Y N	K Y N	What his/her attitude is toward other persons in the class at BOCES.
K Y N	K Y N	If he/she gets along with hearing students.
K Y N	K Y N	If he/she tries to communicate with hearing students.
K Y N	K Y N	If he/she understands directions.
K Y N	K Y N	If he/she can work alone.
_____	_____	Other (please specify).

PART II

Parents' occupation and level of education. We need information on your work and the amount of schooling you have had. This will be kept confidential and will be used for purposes of grouping the information we receive.

	Mother	Father
1. Job title	____________	____________
	____________	____________
	____________	____________
2. Name of Employer or Company	____________	____________
	____________	____________
3. Briefly describe your job duties	____________	____________
	____________	____________
	____________	____________
	____________	____________

4. Please mark the highest level of education you have completed.

Mother	Father	
_____	_____	Eight years of school or less
_____	_____	High School (attended but did not graduate)
_____	_____	High School Graduate
_____	_____	Partial College Training (completed at least one semester of college but did not complete a full program)
_____	_____	One-or Two-Year Program above the high school level (completed a program in a junior college, trade school, etc.)
_____	_____	Standard College or University Graduation (finished a four-year college program)
_____	_____	Graduate Professional Training (has a graduate degree)

J5
1978-79

QUESTIONNAIRE FOR PARENTS

FORM O

1978-1979

Name of father______________________ Name of mother______________________
first last first last

Name of student______________________ Date______________________
first last

School attended______________________

The following questions are concerned with your experiences and your attitudes about your son or daughter's attending the BOCES Occupational Education Center. This information will be helpful in a research project involving the schools for the deaf and the BOCES occupational education centers across New York State. All responses will be kept confidential.

You may have completed a questionnaire last year. If so, the information you gave us has been very helpful. It is important that we know of your experiences each year your child is in BOCES. Therefore, we are asking you to take the time again to complete the following pages.

Both husband and wife should answer all questions. Please don't answer for the other person, but feel free to discuss your responses with each other. The entire questionnaire should take about 20 minutes of your time.

When the questionnaire is completed please return it to us in the enclosed envelope. Thank you for your help, time and consideration.

PART I

The first four questions deal with your child's attendance at BOCES this year.

1. Are you in favor of having your child attend BOCES?

Mother	☐	☐	☐	☐	☐	(Check only one)
Father	☐	☐	☐	☐	☐	(Check only one)
	Strongly in favor	In favor	Neutral	Not in favor	Strongly not in favor	

2a. Who chose the course or courses your son/daughter is taking at BOCES?

Mother	Father	
☐	☐	Someone at the School for the Deaf
☐	☐	Our son or daughter
☐	☐	We, as parents

2b. To your knowledge was any test administered to find out which occupational areas your child had interests in.

Mother	Father	
☐	☐	YES
☐	☐	NO
☐	☐	Don't Know

3. Which statement best describes your attitude about the course your child is taking at BOCES?

Mother	Father	
____	____	I would approve of any course he/she takes at the Center.
____	____	I approve of the course he/she is taking; there are others I would not approve.
____	____	I don't approve of the course he is taking, but there are others I would approve.
____	____	I don't approve of the course he/she is taking and I don't approve of any of the courses offered at the Center.

4a. Think about your child's interests and abilities. Do you believe he or she is in the course that is best for him or her at BOCES?

Mother		Father	
☐	☐	☐	☐
Yes	No	Yes	No

If you checked no, skip question 4b and continue with the questionnaire.
If you checked yes, answer only question 4b and go directly to question 5.

4b. Even though you believe this course is best for your child, what do you dislike about it.

Mother:

Father:

4c. What do you dislike about this course for your child?

Mother:

Father:

4d. What course would you prefer for your child to take?

Mother:

Father:

5. We are interested in the benefits you believe your child is receiving from BOCES. Please Y (yes) or N (no) for each of the following items. ANSWER ALL ITEMS. Add any other benefits you believe are important at the end of the list.

Mother		Father		By attending BOCES, my child:
Y	N	Y	N	is learning a trade.
Y	N	Y	N	will have a better chance of getting a job.
Y	N	Y	N	can explore different job areas.
Y	N	Y	N	will be helped, no matter what job he/she gets.
Y	N	Y	N	can find out if he/she likes certain kinds of work.
Y	N	Y	N	can find out what abilities or skills he/she has.
Y	N	Y	N	will be happier.
Y	N	Y	N	will be able to develop self confidence.
Y	N	Y	N	will have more opportunities for success in school.
Y	N	Y	N	will have a better attitude toward school.
Y	N	Y	N	will be in a class with hearing students.
Y	N	Y	N	will learn to communicate with hearing students.
Y	N	Y	N	will learn better to communicate with adults who do not know how to talk very well with deaf students.
Y	N	Y	N	will be more able to function in the hearing world.
				Other (please specify)

6. We are also interested in what you believe are the disadvantages to your child's attending BOCES. Please circle Y (yes) or N (no) for each of the following items. ANSWER ALL ITEMS. Add any other disadvantages at the end of the list.

Mother		Father		It is a disadvantage that my child:
Y	N	Y	N	has less time for his school work at the School for the Deaf.
Y	N	Y	N	cannot take the courses he/she wants at the School for the Deaf.
Y	N	Y	N	has less time to be with his/her friends at the School for the Deaf.
Y	N	Y	N	has less time for clubs, sports, etc. at the School for the Deaf.
Y	N	Y	N	spends too much time traveling to BOCES and back.
Y	N	Y	N	is in danger traveling to BOCES by bus.
Y	N	Y	N	finds that two and 1/2 hours at BOCES is too long to spend on one course.
Y	N	Y	N	finds that two and 1/2 hours at BOCES is too little time to spend learning a trade.
Y	N	Y	N	is not learning enough to get a job in this area later.
Y	N	Y	N	won't be able to get a job in this area because of his/her deafness.
Y	N	Y	N	won't be able to get a job in this occupation because no jobs are available.
Y	N	Y	N	misses too many days at BOCES because the School for the Deaf has a different school calendar.
Y	N	Y	N	is ignored by hearing students.
Y	N	Y	N	is teased by hearing students.
Y	N	Y	N	can't communicate with the teacher because the teacher doesn't know sign language.
Y	N	Y	N	cannot have an interpreter to help as often as needed.
Y	N	Y	N	can't get the extra help he/she needs.
				Other (specify)

7a. Please indicate what you would like to learn about the program and BOCES while your child is there this year. Circle K (know) if you already have enough information. Circle Y (yes), if you do want the information and don't know it. Circle N (no), if you don't have the information and are not really interested in getting it.

Mother			Father			
K	Y	N	K	Y	N	More information about what is taught in my child's BOCES course.
K	Y	N	K	Y	N	How advanced the BOCES training is.
K	Y	N	K	Y	N	What kinds of jobs the BOCES training leads to.
K	Y	N	K	Y	N	If the staff at BOCES will help my child get a job when he/she graduates.
K	Y	N	K	Y	N	If deaf people are hired for the jobs my child is preparing for in his/her BOCES program.
K	Y	N	K	Y	N	If there are jobs available near home.

7b. How would you like to receive the information about your child's work? Circle R (receive) if you already receive information is this way. Circle Y (yes) if you want to receive this but don't or haven't. Circle N (no) if you don't receive this and really don't want to.

Mother			Father			
R	Y	N	R	Y	N	Regular report cards giving his/her grades.
R	Y	N	R	Y	N	Written progress reports telling how he/she's doing.
R	Y	N	R	Y	N	Skill lists showing the skills he/she has learned.

7c. (1) Do you want to have a conference with someone about your child's work? If so, with whom? Circle H (have) for someone you already have had a conference with. Circle Y (yes) for someone you want a conference with but have not done so, Circle N (no) for someone you don't want to have a conference with. Write in anyone else that is not listed that you want a conference with. Use their name if you don't know their title.

Mother			Father			
H	Y	N	H	Y	N	Teacher at BOCES
H	Y	N	H	Y	N	Coordinator at BOCES
H	Y	N	H	Y	N	Counselor at BOCES
______			______			Other at BOCES (specify)
______			______			Other at School for the Deaf (specify)

7c (2) If you would like a conference or if you are already having conferences about your child's work at BOCES, please answer the following items. Circle K (known) if this is not a conference topic for you. Circle Y (yes) if you want to find this out during the conference. Circle N (no) if you do not know this and don't want to discuss it during the conference.

Mother	Father	I want to find out:
K Y N	K Y N	How well he/she's doing in class.
K Y N	K Y N	How I can help my child if he/she needs help.
K Y N	K Y N	If he/she is developing enough skill to be employed in this job area.
K Y N	K Y N	What his/her attitude is in the class at BOCES.
K Y N	K Y N	What his/her attitude is toward other persons in the class at BOCES.
K Y N	K Y N	If he/she gets along with hearing students.
K Y N	K Y N	If he/she tries to communicate with hearing students.
K Y N	K Y N	If he/she understands directions.
K Y N	K Y N	If he/she can work alone.
____	____	Other (please specify).

PART II

Parents' occupation and level of education. We need information on your work and the amount of schooling you have had. This will be kept confidential and will be used for purposes of grouping the information we receive.

	Mother	Father
1. Job title	______________ ______________ ______________	______________ ______________ ______________
2. Name of Employer or Company	______________ ______________	______________ ______________
3. Briefly describe your job duties	______________ ______________ ______________ ______________	______________ ______________ ______________ ______________

4. Please mark the highest level of education you have completed.

Mother	Father	
____	____	Eight years of school or less
____	____	High School (attended but did not graduate)
____	____	High School Graduate
____	____	Partial College Training (completed at least one semester of college but did not complete a full program)
____	____	One- or Two-Year Program above the high school level (completed a program in a junior college, trade school, etc.)
____	____	Standard College or University Graduation (finished a four-year college program)
____	____	Graduate Professional Training (has a graduate degree)